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ABSTRACT

This manual is designed mainly to assist persons or groups interested in starting or expanding school age child care programs (SACCP). The seven sections explore (1) survey findings on the status of school age child care in Minnesota; (2) types of SACCPs in the state; (3) the need for school age child care in Minnesota; (4) public policy issues concerning the care of school age children; (5) five steps involved in starting a SACCP; (6) the related literature; (7) Minnesota's views on school age child care, including discussions of developmental needs of school age children, curriculum development for SACCPs, the role of employers in school age child care, programs and services to support the child in self-care, and the appropriate environment for older children. Appended materials, which constitute more than half the guide, include survey forms, lists of resources, a statement of licensure standards, program planning materials, registration forms, management forms, safety and health forms, menus and food program profiles, personnel management forms and guidelines, and program evaluation materials. (RH)

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School-Age Child Care Programs

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A GUIDE FOR DEVELOPING SCHOOL AGE CHILD CARE PROGRAMS

A Manual for Starting and Expanding

School Age Child Care Programs in Minnesota

Compiled by

Catharine Cuddeback and Mary Jo Richardson

March 1987

Minnesota Department of Education

INTRODUCTION

What is School Age Child Care?

School age child care comes in many packages tied to homes, daycare centers, schools, or community facilities and wrapped in many names -- from Kids Corner to Kids Club, Extended Day, and Latch Key Program. But exactly what is in the package is a surprise to many.

When the term child care is used to refer to school age children, it may be confusing since the concept originated with reference to preschool children. Yet, discussion of the need for adult supervision and care of children of working parents often includes youngsters up to the age of 14.

For the purposes of this manual, the discussion focuses on the needs of children from kindergarten through the sixth grade, generally ages 5 to 12. The term school age child care (SACC) will be used to refer to **any program designed and organized to provide adult supervision and care for children from kindergarten through grade six, during those hours when school is not in session, whether during the school year or during summer vacation.**

As Joan Bergstrom, author of School's Out: Now What?, wrote:

> "These years (ages 6-12) are rich with possibilities. They are the time when the critical foundation is laid for adolescence and beyond. During these years, children learn to interpret the world. When children reach the age of six they are receptive; their eagerness and ability to learn are at a high level. But the clock is ticking. As children leave this stage, their thoughts turn inward toward their own identities and their receptivity to new experiences is diminished. These six years are to be treasured." [3]

This manual is designed mainly to assist persons or groups interested in starting or expanding school age child care programs. In addition, the manual includes a description of the types of programs and partnerships now in existence in Minnesota, as well as a discussion of major public policy issues in the field and a list of resources and contacts.

The drawings in this manual were contributed by children from Sumner and Neveln elementary schools, Austin, Minnesota. These delightful drawings were provided by art teacher Ruth Bork.

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The Status of School Age Child Care in Minnesota: Findings From the Survey

Jennifer
Grade 3
Neveln School

SECTION I

THE STATUS OF SCHOOL AGE CHILD CARE IN MINNESOTA:

FINDINGS FROM DEPARTMENT OF EDUCATION SCHOOL AGE CHILD CARE SURVEY

As a first step in determining the resources available for school age child care (SACC) in the state, the Minnesota Department of Education surveyed public school districts, private and nonpublic schools, and private licensed daycare centers in November 1986.

The results of the survey show that local Community Education programs have taken the lead in Minnesota in setting up school age child care programs in the public schools. Of Minnesota's 435 public school districts, approximately 380 have local Community Education programs. Over 40 districts reported that they offer before- or after-school care for children in kindergarten through the sixth grade, and that currently they serve over 6,500 children each week. Slightly over half the programs were initiated in the last three years.

Private and nonpublic schools also indicated a sharp increase in programs over the past three years, while licensed private daycare centers have been expanding their programs to cover the school age population during the last five years. Together they serve an additional 2,600 children per week, bringing the total number of children being served in the programs which responded to the survey to 9,100.

The survey did not include family daycare and other private arrangements which offer other options for working parents.

The names given to school age child care programs give some idea of the types of programs available. They range from Kids' Korner, Young People's Place, Kidstop, Adventure Club, Explorers' Club, After School Unlimited, Extended Day, to KIDS (Kids Increase Development Skills), and Second Generation (an intergenerational program).

Most of the after-school programs stress both recreational and enrichment activities. The enrichment dimension often includes the use of computers, arts, science activities, and community field trips. Three programs in Minnesota are located in health or senior citizen centers and offer an intergenerational approach to child care.

The creation of partnerships among private, public, and nonprofit agencies to coordinate maximum use of existing resources is an increasingly popular idea. Partnerships could involve use of public school facilities after hours by nonprofit groups, or joint activities between child care sites and youth service agencies. Employers may participate in the arrangement of activities for vacation days when other programs are not available.

Highlights from the School Age Child Care Survey listed below show the range and types of services, costs and funding, obstacles, and unique features of current programs which responded to the survey.

Major Findings on Service

- Major growth in school age child care programs has occurred in the last three years. Of the 130 programs which reported, 58 were started within the last three years. Within the past year, 36 programs were initiated.

- Over half of the programs include the full age range from kindergarten through grade six. Others are geared specifically for younger children, e.g., just kindergarten, or kindergarten through third grade.

- Throughout the state, more after-school programming is being offered than before-school care in all school age programs.

- During the summer, there is a substantial decrease in programming offered in both public and nonpublic schools.

- Both nonpublic schools and private licensed centers offer more kindergarten care (between the hours of 9:00-12:00 and/or 12:00-3:00) than do those programs in the public schools.

- Minnesota communities have responded to the need for school age child care by offering a wide variety of services through an even wider variety of administrative structures. Programs housed in public schools administered by a private agency or a public school division are providing the most before- and after-school programming exclusively for children of school age. Half these programs are offered in the metropolitan area.

- Most programs emphasize both enrichment and recreation activities. Of the 117 who responded to this question, 98 describe curriculum geared toward both recreation and enrichment, 13 to recreation only, and 6 to enrichment only. Other areas of programming mentioned include development or activities in the following areas: spiritual, self-esteem, social, emotional, fine arts, sensitivity, homework help, discovery, intergenerational, nutrition, and day camp.

- While 74 programs indicate they have served or are able to serve special needs children (as defined in Minnesota Statutes 120.03), a number of directors stated that they had limited capability to serve these children or could only serve children who were in mainstream programs in their schools.

Costs and Funding

- All the programs are supported basically by parent fees. Some subsidies are available for children from low-income families but the number of parents able to take advantage of this support depends mainly on the availability of federal, state, and local child care funds.

- A number of programs receive grants and contributions from United Way, foundations, or private individuals and groups, especially for start-up funds. Several programs housed in public school buildings are subsidized by Community Education divisions. In some cases, transportation is provided by the school district, but in other cases the cost must be paid by the program and is included in the fee to parents.

- As there is a wide variety of programs throughout the state, there is also considerable variation in fees. Not only do the actual fees vary, but so do the methods of payment, i.e., hourly, weekly, monthly, and drop-in rates.

- Metropolitan area parent fees are higher than those in greater Minnesota. In the metropolitan area, rates charged by programs through the public schools tend to be lower than those charged by nonpublic schools, licensed centers, and agencies.

- The average hourly wage for child care teachers at public school sites is slightly higher than at other locations; $6.15 per hour is the statewide average wage, compared with private/nonpublic school wages of $5.87 per hour and private center wages of $5.57 per hour. Aides average $4.52 per hour, $4.14 per hour, and $3.98 per hour respectively in the three locations.

- Wages in the metropolitan area are somewhat higher than the statewide averages; for example, in public school sites, metropolitan wages for child care teachers average $6.55 per hour, and aides average $4.76 per hour.

- Director's wages vary as the role of the director varies among programs. Several directors are paid by an umbrella organization and several SACC directors are responsible for programs other than school age child care.

- Out of 119 responses, 85 programs state that staff receives some type of benefits package; 35 do not. Benefits range from sick pay only to full benefits plus bonus, profit sharing, and dental insurance. Many staff are part time, and in some cases only the director receives benefits. Staff of only five programs are unionized; three of those are part of public school systems.

- Related to cost and funding is the question of staff-to-child ratios. Currently, the majority of all providers maintain a 1:10 ratio and find it desirable. For private and nonpublic schools, the most frequent present ratio is 1:10, but 1:15 is considered acceptable. Of those programs which responded specifically about kindergarten child care ratios, the current practice is 1:10.

Obstacles

- A substantial obstacle mentioned by all providers is the issue of low salaries and the difficulty of finding and retaining qualified staff in light of low salaries and lack of benefits.

- Space problems were mentioned most often by programs located at school facilities, and finances were mentioned as the second greatest difficulty. For private centers, finances topped the list of obstacles and space and marketing difficulties tied for second place.

- Transportation was a concern to all types of programs. While some school districts provide bus service to child care program sites with no additional cost to parents, others charge the full fee to the program or leave transportation strictly up to the parent.

Unique Features

- Community Education program directors most frequently attributed program success to good staff, parent involvement in starting the programs, and support from the School Board or a variety of community groups.

- Among their unique strengths, private and nonpublic schools noted interest and support from parents, good staff or caring staff, and access to gyms, pools, and other facilities in the community.

- Licensed daycare centers mentioned as their special strengths flexible hours and consideration for working parents; a number of summer programs and drop-in options; devoted staff, homelike atmosphere, and a chance for school-age children to be with preschool siblings.

- A sample of some of the unique features of school age child care programs in Minnesota include the following:

  - a private center which stays open until midnight to accommodate working parents' swing shifts - Faribault

  - an on-site corporate day care center which includes children up through the first grade - Mankato

  - an on-site corporate day care center which includes employees' school age children up to the age of eleven on school holidays and in the summer - Arden Hills

  - three private health care center nursing homes that offer an intergenerational approach to providing school age child care - Eveleth, Pine City, and Buffalo

  - a nonprofit agency which offers an extended day program out of a children's shelter and also offers parent education programs - Minneapolis

  - a daycare center which offers Mother's Day Out programs for mothers of kindergartners - Woodbury

  - a school district which serves as a "broker" to outside agencies that come in to the school to run before- and after-school programs - West St. Paul

  - a drop-in center for school age children that is available evenings and weekends - Maplewood

  - a parent cooperative which runs a school age child care program - St. Paul

  - a community partnership among three agencies which uses a public school building for their school age child care program - Minneapolis

  - a school district which has a school age child care program in every elementary school - Hopkins

  - a school district community education department which has started an after school club for 7th and 8th graders - Minnetonka

(For more details of the survey results, see Appendix 1.)

Types of School Age Child Care Programs in Minnesota

Dana
Grade 3
Neveln School

SECTION II

TYPES OF SCHOOL AGE CHILD CARE PROGRAMS IN MINNESOTA

Communities respond to school age child care needs in various ways. The following is an overview of programs that are presently meeting family needs in Minnesota. While these Minnesota communities, both rural and urban, have met the challenge in several different ways, supervision of the child by an adult is basic to each program. All the programs are supported by parent fees with limited funding subsidies available. Most of the models are found within the public school setting but display varying administrative structures and partnerships.

In the rapidly growing field of school age child care, model programs may develop and change quickly in response to new ideas. As they exist today, the programs described below will continue to serve as useful models. These models were selected in order to represent a variety of program and administrative options, and this list is by no means inclusive of all alternatives working well in the state.

The following program models are public school based and public school administered. Both are large programs housed in a community building.

Model 1

Adventure Club - Robbinsdale Area District 281

Administered by the Elementary Education Department with budget administered by the Community Education Department.

The Adventure Club has provided service for 10 years and serves as a model school age child care program on a national level. Two co-directors, with a team of licensed teachers, well trained assistant teachers, and recreation leaders run the program. Each year, the program cares for approximately 600 children, ages 4 through 12, between 6:30 a.m. and 6:00 p.m., before and after school, before and after kindergarten, and full school vacation days with the exception of summer. The Adventure Club staff to child ratio is 1:12 or less. A partnership with the YMCA offers an enriching summer program. The program is located in two buildings, one an early childhood center and the other an elementary school. The center space is an entire floor level, including a gym, kitchen (the district provides a staff person who offers a hot breakfast and lunch program), cafeteria, several classrooms, and immediate access to ideal outdoor space and playground that allows for optimal programming. The program has developed good management procedures, a thorough curriculum, and extensive libraries for both staff and parents. The program pays the school district for transportation and space. The Adventure Club serves several special needs children through cooperative planning among parents, district special education staff, and Adventure Club staff.

Model 2
Edina Kids Club - Edina Public Schools

Administered by the Community Education program and governed by a parent board.

The Edina Kids Club has been offering school age child care for seven years. Between 1980 and 1984 the program more than doubled in size. Although administered by the department of Community Education, the school board has empowered the Kids Club volunteer parent board to govern the program. The parent board hires the program director, who selects the college degreed program coordinators and well trained assistants. Each year, 300 children, ages 5 through 12, attend the program which is housed entirely in a community education building. Year-round programming is offered between 6:45 a.m. and 6:00 p.m., including before and after school, before and after kindergarten, as well as full day school release and vacation days. The Edina Kids Club Parent Board and staff have designed quality programming through creative and flexible use of space. The child/staff ratio is 1:14 or less. The Kids Club "Wise Guys" is a program and environment designed to meet the developmental needs of fourth through sixth grade children.

Public school based and administered by local Community Education departments, the following models are housed in elementary school buildings and share space.

Model 1
Project Kids - Burnsville Independent School District 191

Project Kids school age child care program has been running for 10 years with the greatest expansion during the past three years. Approximately 250 children are served annually at three elementary school locations. Programming for before and after school, as well as full day school release and vacation days occur in three "home base" areas, such as the art room, that are shared with the school, as well as auxillary space in the gym, halls, and cafeterias. As no space is available at these sites for the kindergarten program, those children are bused to spaces in a church, a chalet (provided by the city), and a public school that is presently closed. Transportation is provided by the school district. Through district and community support, a very creative staff has been able to meet parent needs for all parts of the day.

Model 2
School Age Child Care (SACC) - Rochester Public Schools

In 1981 financing for a pilot program through the Wellesley School Age Child Care Project, Wellesley, Massachusetts, was initiated in the Rochester public schools. Six years later, SACC now has locations in almost half of the district elementary schools, and is planning to expand this year. Approximately 350 children attend the programs yearly before and after school and school release and vacation days with the exception of winter vacation. There is no busing. Parent fee flexibility allows for drop-in care. District support and strong community networking by the Child Care Resource and Referral agency have strengthened the program and allowed for continued growth.

The following model programs are public school based, administered by Community Education departments, and housed in elementary school buildings. Programming is located in cafeteria areas due to space shortage.

Model 1
Extended Day - South Washington County Schools

The Extended Day programs in this school district have been operating for seven years. Housed in eight elementary school buildings, 300 children ages 5 through 12 attend the before and after school programs as well as school release full days between the hours of 6:00 a.m. and 5:30 p.m. At present, there is no half-day kindergarten or school vacation programming. Due to crowded conditions, these programs have no space designated their own, but operate creatively out of cafeterias with supplies stored in locked cabinets. An extended day program is held in each of the district's elementary schools, eliminating the need for transportation. The director of the programs hires teachers and aides who are part-time employees working in before and/or after school programs. The program's main focus is recreational.

Model 2
Adventures Plus - Anoka-Hennepin District 11

For three years, this school age child care program has operated in the largest and one of the fastest growing school districts in the state. Out of 25 elementary school buildings, Adventures Plus is located in five schools, serving the needs of 230 kindergarten through fourth grade children bused from seven of the schools. Due to the vast expanse of the district, the transportation costs are prohibitive for serving more children in the district schools. Creative recreational-based programming is offered before and after school, and on school year vacation days between the hours of 6:30 a.m. and 6:00 p.m. Adventures Plus operates out of cafeterias with supplies and entire interest areas wheeled in and out on portable carts.

St. Paul and Minneapolis, the two largest cities in Minnesota, serve the widest variety of family income levels. Both districts' Community Education departments have addressed school age child care needs but in different ways. Key to both programs is parent fee subsidy.

Model 1
St. Paul Discovery Club - St. Paul Public Schools

The St. Paul Public Schools' Discovery Club, formerly Extended Day program, uses three elementary school buildings and one park and recreation building. There are 36 elementary buildings in St. Paul. The program has been in operation and growing for eight years with the greatest growth recently. Program components and fees vary at different locations. Drop-in care is provided when there is room. Approximately 275 children, ages 4 through 12, use the program each year. Instructors and educational assistants report to each site coordinator who in turn reports to a half-time Early Childhood Family Education/Discovery Club Specialist who reports to the Director of Community Education.

As part of a total effort to desegregate the St. Paul Public Schools, a Magnet Program for 4 and 5 year olds offering a half day of Montessori curriculum and an alternate half day of child care (referred to as the developmental program) was initiated in 1986. The child care or developmental portion of the day is administered through the Community Education program by the director of the SACC programs and is parent fee-based with county subsidy available. Community Education has set aside a sum of money to support fee subsidies for low-income parents who do not qualify for other subsidies. Four through six-year-old children needing Discovery Club child care before and after school are walked down the hill from the school to a Children's Home Society daycare program. Children ages 7 through 10 attending the school are able to receive before and after school age child care through the park and recreation department of St. Paul in a building connected to the school.

Model 2
Minneapolis Kids - Minneapolis Public Schools

For approximately 15 years, the Community Education Department of the Minneapolis Public Schools has administered the largest school age child care program, previously called Latch Key, in the state. Presently under the director of Community Education, the director of Early Childhood Family Education (ECFE) administers four SACC program assistants who are responsible for managing the program. At one time, the program was located in 21 schools. This year, working at 12 sites, the program will serve almost 1,000 children, ages 5 through 12. Programs are housed in 11 of the 38 elementary school buildings in the district and one preschool/ECFE building. Child care workers and assistants, members of the paraprofessionals bargaining unit, plan before and after school, kindergarten and school release, and vacation day programming year round. The staff/pupil ratio is 1:12. The district buses children to the programs from the schools. The school district SACC staff and parent advisory board continually pursue funding avenues to make the program more affordable. Included in plans this year are a new mainstream program for special needs children and a two-week summer day camp option through a partnership with the Girl Scout Council of Greater Minneapolis.

SCHOOL BASED AND ADMINISTERED PROGRAMS

The following list points out major advantages and possible disadvantages of programs based in and administered by public schools.

Advantages	Areas of Concern
Good use of school space that would otherwise be unused.	Programs needing transportation may meet district opposition, or high budget impact.
SACC programs may produce more parent support and involvement in schools.	Children may be in the same environment all day.
SACC programs may increase school enrollment.	Space shortage may result in shared space or loss of space.
Programming partnerships are available with agencies or community education.	Operating programs during non-school calendar may be impeded by school schedule.

Accessibility.	Program may be too structured.
Operating costs may be reduced.	School district may not want the responsibility for another program.
Communications opportunities between school and SACC staff will be easier.	
Space and appropriate equipment may be available (i.e., gym, playground).	
Transportation concerns may be eased if within child's school or if buses are used to transport children.	
Cut down on potential vandalism by extended use of school building.	

The following models are public school based, but administered by a private agency.

Model 1
Kidstop - St. Cloud

The St. Cloud area Boys and Girls Club has been operating after school child care for two years in the St. Cloud public schools. The program is presently located in eight elementary school buildings. United Way donated $12,000 for the project, and foundation money has been obtained for parent fee subsidy. Five hundred children, ages 6 through 11, attend the after school program yearly. The schools' Community Education program provides space and program enrichment, e.g., a Spanish teacher uses a puppet in order to demonstrate conversational Spanish. The Boys and Girls Club provide the programming and staff. Insurance costs are shared between the club and the school district.

Model 2
Second Generation - Buffalo, Minnesota

In 1981, Generations Day Care, a private nonprofit agency operating daycare for infants through preschool in a residential long term care center for the elderly, opened a school age child care program in one of the districts' elementary school buildings. Currently, they operate after school and vacation day programs in two elementary school buildings for approximately 60 children in first through fourth grades. Kindergartners are bused to and from the public schools and the Generations Day Care Center. In this partnership model the agency provides programming and staff, and the Community Education Department provides transportation and space. The curriculum is intergenerational based, the director being the author of a curriculum guide to intergenerational programming published in 1985. [27] The agency obtained a two-year grant for special needs care during the summers, and in a cooperative effort with Community Education have planned an intergenerational Phone-a-Friend program for students in fourth grade and up.

SCHOOL BASED AND PRIVATELY ADMINISTERED PROGRAMS

In addition to similar advantages and disadvantages to other types, these programs may have the following:

Advantages	Areas of Concern
School benefits from additional investment in facilities.	Cooperative relationship between school and agency may be difficult.
School staff may be in favor of "someone else doing it."	Ownership and responsibility in such areas as liability or insurance may be problems.
Parents may prefer this option.	

The final model format is a program run in a nonschool facility by a private agency or individual.

Model 1
Kid's Kottage - Shoreview

A husband/wife team of certified daycare teachers run a school age child care program for 20 children aged 6 to 12 in an addition to their home. The program, licensed by the state, is a private, sole proprietorship that has been operating for five years. The children can walk to the program from both public and nonpublic schools for the before and after school components. Summer and other full vacation days offer numerous field trips and other activities. There is a swimming pool in the backyard. Arrangements have been made to use the adjoining school playground for outdoor activities.

Model 2
Especially for Children - various locations, Minneapolis

Based on parent request, Especially for Children, which is a private family owned daycare company, has expanded its preschool programming during the past few years and begun school age child care programs. For 10 years, the programs have "reached far beyond custodial care." The school age programming for first through sixth graders is available from 6:45 a.m. to 6:00 p.m. before and after school and full vacation days in rented space in a church facility. Before and after kindergarten care is offered in a rented park and recreation facility. The Minneapolis school district buses children from various schools to their locations. The locations are close to each other and offer a "graduated developmental structure." A child may begin as a toddler and stay within the Especially For Children philosophy and care through the elementary years.

Model 3
YMCA School Age Child Care - Northeast YMCA, White Bear Lake

The Northeast YMCA in White Bear Lake offers a school age child care program in its own facility as well as programs in three public school sites for approximately 175 children a year. The YMCA location, a licensed daycare center, serves children from kindergarten through the fifth grade and uses a multipurpose room for arts, crafts, and games, as well as the pool, gymnasium, athletic fields and outside trails. Besides sports and time for indoor activities such as music, drama, and arts and crafts, the program includes field trips, nature study, and hiking.

The before school program begins at 6:30 a.m. and the after school program runs until 6:00 p.m. There is also an afternoon session for kindergarteners, and programs are available for all the children on school release days. Families do not have to belong to the YMCA to take advantage of the program.

The program is designed to "facilitate the development of the whole child" and the goals of the program are to provide opportunities for fun and adventure, developing relationships, self-confidence, good habits such as respect for others, as well as to develop other positive values. In addition to the YMCA facility, the school district Community Education Department is a partner with the "Y" in providing space and transportation at the three school locations. The first program started seven years ago and is expected to continue to expand.

NON-SCHOOL FACILITY ADMINISTERED BY A PRIVATE COMPANY, AGENCY, OR INDIVIDUAL

Advantages

Children have an opportunity to leave the school environment.

Programming does not need to work around school schedule (i.e., vacation days).

Policies and philosophies may be clearly separate from those of the school.

The facility may allow access to special activities not available in school, i.e., swimming pool.

Programming may be more expansive, community oriented, i.e., intergenerational.

Areas of Concern

Transportation may be a problem.

Contact between school and SACC staff may be difficult.

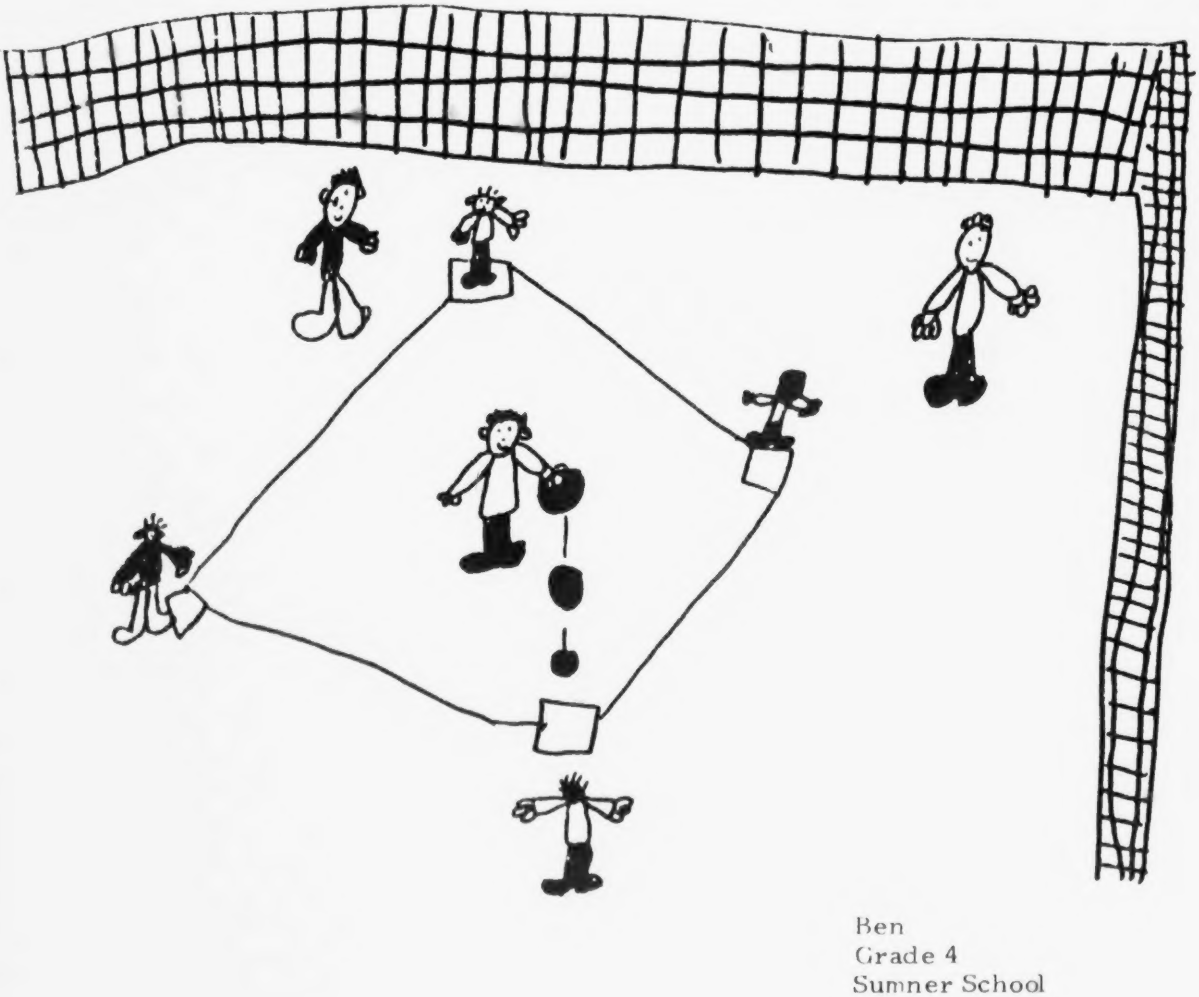
Licensing standards may be unclear.

There may be competition for space with other community programs.

Program may be purely recreational.

If the program is an extension of a preschool program, there is potential for inappropriate programming.

The Need for School Age Child Care in Minnesota



Ben
Grade 4
Sumner School

SECTION III

THE NEED FOR SCHOOL AGE CHILD CARE IN MINNESOTA

How Many School Age Children Need Child Care?

To place Minnesota's need in perspective, the following information provides an overview of the national scene. Recently the U.S. Census Bureau reported on a major child care survey conducted in 1984. The results showed that 75 percent of the nation's 29 million school age children (ages 5 to 13) were regularly supervised by parents after school. Another 17 percent were supervised by another adult. About 2.1 million children, however, were without regular adult care.[43] An earlier estimate by the Children's Defense Fund had indicated that approximately 5.2 million American children, ages 13 and under, were without adult care or supervision for significant parts of each day.

In reviewing the situation, the United States House of Representatives Select Committee on Children, Youth, and Families reported in 1984 that various researchers estimated 2 to 7 million children in self-care or under the care of siblings. The Committee stated:

> "While some children can manage independently, too many face frightening, lonely, or unsafe periods alone during the school year, on school holidays, and during summer vacations. The potential number of children in these circumstances is increasing, while any significant response to the situation is not."[44]

Nationally, the population of school age children will rise, and the proportion of working mothers is expected to continue to increase to a level of 75 percent by the year 2000. The clear implication of these projections is that the need for child care will continue to increase.

Need in Minnesota

In Minnesota, women with children have higher labor force participation rates than in the U.S. as a whole. In 1980, Minnesota's labor force was 43 percent female. According to projections, the figure will increase to 46 percent by the year 2000. While over half the mothers of preschool children are now in the labor force, over two-thirds of mothers with school age children are in the labor force, and according to the Minnesota Commission on the Economic Status of Women, these proportions will increase.

The number of school age children in Minnesota is also expected to increase over the next few years. In 1985-86, there were 359,460 children, kindergarten through the sixth grade, in public schools and 60,064 in those grades in nonpublic schools. (See Appendix 2.) By the 1989-90 school year, public school enrollments in K-6 are expected to increase by 9.5 percent and enrollments in nonpublic schools by 9 percent.

While there are no recent statewide statistics on the exact number of school age children of working parents and no way of determining how many would choose adult supervised child care, some recent local studies provide a basis for estimating the proportion of children who might need such care.

The largest needs assessment was conducted in St. Paul in the fall of 1986. A major study by the St. Paul Public Schools, in cooperation with the St. Paul Chamber of Commerce, received responses from over 7,000 parents of over 11,000 children in public and nonpublic schools in the city. About 23.5 percent of the respondents indicated a preference for some kind of adult supervised care, whether at school site locations, child care centers, or family daycare.

While other areas of the state may differ in parent response, if this proportion were to be applied statewide, the number of children who might currently need such care would be 98,588, with an expected increase of about 9 percent or 2,000 more children by 1989. Thus, the total number of children who are potentially in need of school age child care would be over 100,000.

While needs assessments can estimate the number of potential children in need of child care, there are other factors which affect school age child care, and it is important to focus on the actual needs of local communities. Attitudes toward the appropriate age for self-care and the attractiveness of options as well as cost of programs are important considerations to parents.

A study conducted by Diane Hedin of the Center for Youth Development and Research, University of Minnesota, identified a number of elements which should be present in order to attract children to these voluntary programs. Among the characteristics desired were: activities and experiences which are of interest to the particular age group; adult caretakers who are child centered; and some autonomy within the programs so that children are allowed some choices of what they will do with their free time. [25]

In summary, while school age child care programs have been growing rapidly in Minnesota over the past three years, there is still a major gap in the number of places available for children ages 5 to 12, especially after school, during school holidays, and summer vacation.

If the number of after school child care slots currently available is in the 18,000 to 20,000 range (with 9,000 to 10,000 slots being offered at school and child care centers, and a like amount estimated in family daycare settings), and the number of potential users is in the 98,000 to 100,000 range over the next few years, there is a very large and growing unmet demand for school age child care in the state.

Given the number of other variables which impact parental decisions in this area, however, it might be more realistic to assume there would be a firm market for at least 36,000 to 40,000 slots, or a doubling of the number currently available.

Public Policy Issues in School Age Child Care

Peter
Grade 3
Sumner School

SECTION IV

PUBLIC POLICY ISSUES IN SCHOOL AGE CHILD CARE

In order to determine how best to meet the need for school age child care, a number of public policy issues must be considered. Among the key issues that are particularly applicable to Minnesota are the following:

The Availability and Affordability of School Age Child Care for Families

The availability of options for school age child care and the affordability of such care are two major concerns Minnesota shares with the rest of the nation. Although some families are able to make arrangements among extended family members and friends, the mobility of families is making that option less available than in the past. Thus, there is a growing need for adult supervised child care in family daycare, licensed centers, or school based programs.

The availability of private and public school age care programs is very unevenly distributed across the state. While many suburban communities have programs in the schools as well as in private centers, there are fewer options in many other parts of the state. (See Appendix 3 for the distribution of programs and centers in Minnesota.)

While issues of availability and accessibility cut across all income levels, the question of affordability is of special concern to lower income parents.

- About one-third of single female parents with children at home in Minnesota have incomes below the poverty level. It is estimated that over 21,000 female-headed families are living in poverty. Since there is a clear link between the availability of child care at a reasonable cost and women's ability to maintain employment or participate in training programs, child care becomes a critical factor in enabling such parents to become economically self-sufficient.

- According to the 1980 U.S. Census, over 38,000 Minnesota families with school age children had a family income below the poverty level.

- Women raising children alone have very high labor force participation rates: 46 percent of those with children under age 3, 65 percent of those with children 3 to 5, and 83 percent with children ages 6 to 17 are working at least part time.

Methods and Levels of Funding

Since funding issues shape programs and determine who will have access to programs, methods of funding as well as amounts are key issues. Among the many questions yet unanswered are the following:

Should individual parents be subsidized, or should programs be subsidized?

If programs are subsidized for start-up costs, may lower income families still not be able to pay program fees? If programs located in public schools are subsidized, should programs in other locations also receive some subsidies, e.g., for space and transportation?

What share of child care costs should be borne by parents and what should be subsidized by federal, state, and local government sources, or by employers or community groups?

Transportation

Currently, the amount of transportation provided and assigning of cost coverage is a local decision which means that in some areas parents are fully subsidized and in other areas not subsidized at all. The question of equity remains: should there be a state policy which enables school districts to bus children to their school age child care sites?

Appropriate Compensation for Child Care Workers

While the cost of child care is of concern to many parents, the other side of the coin is the issue of appropriate pay for child care workers. As the Minnesota Department of Education survey indicates, many school age child care workers are not well paid, and receive few, if any, benefits. (See Appendix 1.)

Standards for School Age Child Care Programs

There is general agreement that standards are needed to ensure the health and safety of children. Questions remain, however, concerning the role of standards in assisting providers to start quality programs as well as in providing yardsticks for the evaluation and subsequent improvement of programs.

At present, there are no national regulations for child care, but the National Association for the Education of Young Children has a set of voluntary accreditation standards. With a few exceptions, states regulate the field of child care.

In Minnesota, the state Department of Human Services has been responsible for regulating child care. The state legislature acted in 1985 to exempt many school age child care programs from DHS regulations. Excluded under exemptions in Minnesota Statutes 245.791 were schools under the general supervision of the Commissioner of Education or local education agencies; residential or daycare facilities under the direct control and supervision of local education agencies or state agencies; facilities which are determined by the Commissioner of Education to be used primarily for educating children; and programs not located in family or group daycare homes which provide activities outside the regular school day for children ages 5 and over.

Although these programs still must meet health and safety regulations, gaps are left with regard to other aspects of programs, e.g., staff-to-child ratios, training of staff, and appropriateness of curriculum. In response to these and other concerns, the Minnesota Community Education Association established a task force to consider what kinds of standards are needed for school-based programs; the task force is expected to produce its recommendations by fall 1987. In February 1987, a task force was created by the Department of Human Services, with representation from other state agencies and interested groups to prepare recommendations for consistent standards for all areas of child care. (See Appendix 9.)

Inclusion of Special Needs Children

There is an increasing awareness and concern that programs are not currently available or accessible to handicapped children. This raises the issue of appropriate staff and funding for the budget implications of a higher level of staff training.

Resource and Referral for Child Care

As programs continue to develop throughout the state, it will be increasingly important that appropriate resource and referral programs are available to parents. Since parent involvement in child care is critical to the success of the industry, an information system on options available to parents is a basic tool in promoting that involvement and responsibility. (For a list of currently operating resource and referral networks in Minnesota, see Appendix 4,5)

Federal Government Initiative

Congress recognized the national interest in the area of school age child care by appropriating approximately $5 million in the current fiscal year to provide grants to states for Planning and Development of Dependent Care Programs to encourage states to start and expand programs. A similar amount has been authorized but not yet appropriated for the next fiscal year.

As a first step in federal involvement, the dependent care grants were designated for the development of resource and referral systems (40 percent of each grant), and for the planning, development, and improvement of school-age child care programs (60 percent of each grant).

In Minnesota, the Department of Jobs and Training provides funds to local groups to start resource and referral networks. Four counties in the state received grants to develop resource and referral models. (See Appendix 4.) The Department of Education is responsible for implementing program development and support. Workshops are being held in six regions of the state, and this manual along with other assistance is being made available to persons and groups interested in starting or expanding programs.

State Initiatives

A number of states have taken initiatives in addition to those funded by the federal grant. The state legislatures in about a dozen states have appropriated money directly for school age child care.

In analyzing the impact of this funding, the Children's Defense Fund (CDF) notes the following in their 1986 State Child Care Fact Book:

> "In 1986, Maine, Connecticut, Florida, and Rhode Island approved state funds for school age child care, joining California, Pennsylvania, Indiana, Iowa, Kansas, Wisconsin, and New York. California is the only one of these states to go beyond merely helping communities to start up or expand programs and actually allocate funds for on-going subsidies to help low-income families take advantage of the expanded supply spurred by legislative initiative."

While the CDF notes the importance of state initiatives, it also cautions that "States are failing to set up their programs in a way that allows low-income families that most need the help to use the new programs." In addition, CDF warns of the potential problems of setting up two-tiered systems where the poorest children have low-cost custodial care, while children of higher income families receive high quality care geared toward enhancing child development.

Minnesota

Minnesota, along with several other states, provides subsidies for moderate to low income parents through the Child Care Sliding Fee Program. Currently, funds can be used for children up to the age of 14, and proposed changes will include all children up to the age of 12 and handicapped children to 14. The state's problem has been that the amount of funding available for the subsidies has not been sufficient to meet the demand. A survey of Minnesota counties conducted by Resources for Child Caring in October 1986 reported that there were 2,626 families on waiting lists for subsidies from the state's Child Care Sliding Fee program, and that the lists were growing at the rate of about 350 families per month.

It is anticipated that additional funds will be available after the 1987 legislative session. The Governor's proposed budget calls for $18 million for the Child Care Sliding Fee program as well as additional child care funding for parents in education or training programs.

Potential Barriers for Low-Income Working Families

The national Children's Defense Fund issued a special report in September 1986 entitled School-Age Child Care Initiatives May Often Fail to Help Low-Income Working Families, which specifically addressed roadblocks to services for low-income children, and that these barriers also affect the overall success of school-age initiatives. The roadblocks seen in many states include:

- Lack of a continuous funding stream to help low-income parents pay the weekly fees;
- Lack of funds for transportation;
- Restrictive licensing and regulatory policies which pose difficulties for providers who serve low-income children in receiving start-up grants or in using Title XX child care subsidies to help families pay for care;
- Inadequate time allowed for start-up of new programs;
- Lack of special outreach to low-income families; and
- Lack of space exacerbated by an unwillingness of some school boards to become involved in any way in school age child care.

Guidelines for Policies and Programs

As a guide for Minnesota and other states which are in the process of developing child care policies and programs, the Children's Defense Fund recommended the following five principles:

- Child care must be affordable for all families, but particular attention must be paid to the child care needs of low-income working families or families in which low-income parents are attending school or participating in employment training programs.
- Provision must be made for meeting the child care needs of children at risk of abuse and/or neglect and of handicapped children.

- The supply of quality child care programs must be expanded.
- The quality of child care programs must be strengthened through regulatory policies that address staffing and training, education, health, nutrition, and safety issues. Adequate funding must be made available for the implementation of these policies.
- Child care providers should be paid a living wage.

Child Care Advocates in Minnesota

Minnesota has one of the largest networks for child care advocates in the country. Child Care Works is a coalition of over 150 organizations which advocates affordable, accessible quality child care. Their legislative agenda for the 1987 legislative sessions includes the following:

- Fund a significant increase for the Minnesota Child Care Sliding Fee program.
- Fund pilot programs to implement child care resource and referral services for residents of Minnesota counties.
- Fund small business grant and loan programs for child care providers.

Summary

In summary, while local schools and communities in Minnesota have taken the initiative in developing a variety of options to begin to meet the child care needs of school age children, a number of major policy issues still remain unresolved at the state level.

Chief among these is the method of funding which will result in making programs both available throughout the state and affordable for families, especially moderate and low-income families.

In addition, decisions have to be made on a number of other issues, including provision for special needs children, agreement on standards of quality, the assignment of responsibility for upholding the standards, the provision of appropriate wages for child care workers and equitable transportation allowing for statewide access to SACC programs.

SECTION V
STEPS IN STARTING A SCHOOL AGE CHILD CARE PROGRAM:

STEP ONE - PERCEPTION, ORGANIZATION, AND ASSESSMENT

The need for school age child care has been perceived by concerned parents who call home every 15 minutes after school, by principals who notice that children are arriving at school hours before starting time, or by fire departments alarmed at the number of calls resulting from unsupervised child-related incidents. Providing school age child care is not the responsibility of one person but of an entire community. It is important that a network of as many community child-related agencies and individuals as possible be aware of the need. The broader the base of awareness and involvement, the broader the support and commitment. Below is a list of some of the resources that may be available at both local and state levels.

- Public and nonpublic schools: principals, teachers, board members, superintendents
- Youth agencies: YMCA, YWCA, boys and girls clubs, etc.
- Public school Community Education departments
- State Department of Human Services
- Child care information and referral agencies
- Chamber of Commerce
- United Way
- PTA
- Park and recreation departments
- Religious institutions
- Local health and safety bureaus
- Local existing daycare centers
- Local employers
- County youth service agencies
- Parent and community groups, leagues, and clubs: Citizens League, League of Women Voters, Lions Club, etc.
- Local advocacy groups for children
- Professionals: lawyers, professors, librarians, corrections and public safety officials
- Elected officials: county commissioners, state legislators, school board members, city council members, etc.

Keep in mind that in Minnesota support for change usually comes from the organized local level. It is important to keep the goal (SACC) in focus while trying not to antagonize any group or establish unnecessary competition. It is also important that the representative group seeking approval be well organized and with leadership that understands the "power structure."

Needs Assessment

When community need for school age child care becomes apparent, a needs assessment is the first step to be taken toward solution of the problem. Data must be collected and questions must be answered before any program can be designed or any empowering agency will give approval for program support. Answers to three basic questions should be sought:

1. What are the community needs?
2. What is the community already providing?
3. What are the gaps?

The needs assessment should address the following questions:

- Who needs care? (ages, grade levels)
- What times of the day is care needed? (before or after school hours, full nonschool days, before or after kindergarden)
- What hours of the day is care needed? (how early and how late in the day)
- Are present arrangements adequate?
- Where would care be preferred? (local school, central location, etc.)
- Will transportation be needed?
- What type of programming is needed? (solicit the interests of both the parent and the child)
- Are there special interests or special needs?

The New York State Council on Children and Families provided the following analysis of advantages and disadvantages of four methods of data gathering. [34]

I. Use of Available Data

Advantages	Disadvantages
Data are already accessible	Data provided indirect measure for need of child care.
Low cost	No information collected from potential consumers.
Provides foundation to build other assessments	

II. Key Informant Approach (Contacting Knowledgeable Individuals)

Advantages	Disadvantages
Relatively simple and inexpensive	Based on perception rather than documentation.
Allows for input from different individuals of different perspectives	Key individuals may not be aware of community needs with which they have no contact.
A summary meeting can encourage broad discussion of need and generate enthusiasm for action.	Potential bias toward programs with which informant is affiliated.

III. Community Forum

Advantages	Disadvantages
o Inexpensive	o Provides incomplete perception of needs due to partial representation.
o Allow citizen participation from diverse segments of the community	o May unrealistically heighten community expectations.
o Provides a mechanism to identify interested citizens who will continue working on project and identifies potential consumers.	o Provides impressionistic information which is not amenable to systemic analysis.
	o Time consuming to organize.

IV. Survey Approach

Advantages	Disadvantages
o Provides most reliable and valid information about individual needs	o Involves more work and expense than other methods.
o Provides specific information for program development.	o Depends upon cooperation of people to supply and return information.

In summary, in order to determine community needs, groups should use as many methods of assessment as possible. Prior to beginning any method of assessment, the community should be made aware of the project through publicity so that citizens can be prepared to cooperate.

For sample surveys illustrating key questions that must be addressed, see Appendix 8. Please note that a cover letter clearly identifying sponsors of the survey and why it is being done should be included.

STEP TWO - DESIGNING THE PROGRAM AND GAINING APPROVAL AND SUPPORT

With results of the community needs assessment and a vision of what quality school age child care programming requires, the design process begins.

The information gathered from a needs assessment is intended to provide general direction. Armed with data on preferred hours and days of operation, ages of children, geographic distribution, transportation needs, etc., needs should be weighed against existing services within the community. If possible, it is best to start a new program as an extension of programs that already exist or of agencies already administering youth activities. A program cannot expect to meet everyone's needs immediately. It should begin with a manageable segment but plan from the start for growth.

Planning Process

The importance of a careful and thorough written plan cannot be overstressed, especially for presentation to boards or agencies who will be responsible for granting approval and funding to the program.

Timing is of the essence. The best time to begin a program is in September, when school starts in Minnesota. However, as illustrated by the time table opposite, the planning process for the program must begin six months to a year before implementation. Although a time line is necessary, it is important to note that many components of the planning process will overlap and are dependent upon each other.

The following is an appropriate and helpful series of questions from the Wellesley School Age Child Care Project's School-Age Child Care, An Action Manual [1] that the authors have suggested be considered for the design of a SACC program.

1. What is the basic philosophy of this program? What are our goals?
2. Who will the program be for? How many children? What are their ages? Will we include kindergarteners? Special needs children?
3. When will this program operate? Which days? During vacations? Summers? Snow days? Which hours? Before school? After school?
4. Where will the program be held? (location and space)
5. Will meals be served?
6. What activities and experiences will be planned?
7. Will there be a need for transportation? How will it be provided?
8. Will other community facilities be used? Which ones?
9. What will the program cost?
10. Where will the money come from?
11. Who will administer the program: overall direction and policy making? Day-to-day decisions?
12. What kinds of staff will we need to hire?
13. Who will be accountable and for what?

Checklist of Major Tasks*

	1st Month	2nd Month	3rd Month	4th Month	5th Month	6th Month	7th Month	8th Month	9th Month	10th Month	11th Month	12th Month
1. Determine the need for a day care center in your community and decide what kind of center you will operate.	45 days	→										
2. Consult appropriate offices and obtain licensing regulations, zoning codes, and ask about major sanitation rules, building, fire and safety provisions.	21 days	→										
3. Decide on the form of organization (corporation, partnership or proprietorship) and whether it will be "for-profit" or "not-for-profit."	10 days	→										
4. File and receive incorporation papers if a corporation. File true name certificate if proprietorship.		120 days	→									
5. File and receive tax exemption forms (if not-for-profit). File and receive state tax exemption.			60-180 days	→	→	→	→	→	30-180 days	→	→	→
6. Develop and collect data for start-up budget and operating budget.	45 days-revise as new information is obtained	→	→	→	→	→	→	→	→	→	→	→
7. Decide on a location and determine costs for building, purchasing, leasing, or using donated space. (Includes time to receive zoning variance if necessary.)			30-180 days	→	→	→	→	→				
8. Obtain funding (times listed include planning for obtaining funds)												
Foundations				30-352 days	→	→	→	→				
Grants				30-260 days	→	→	→	→	→	→	→	→
Bank loans				30-90 days	→	→	→	→				
Contributing				on-going	→	→	→	→	→	→	→	→
Fund-raising				on-going	→	→	→	→	→	→	→	→
Self				on-going	→	→	→	→	→	→	→	→
9. Get building ready for occupancy (includes renovation if necessary)												
Rent (landlord makes improvements, or you do)						30-90 days	→	→	→			
Purchase building						30-260 days	→	→	→	→	→	→
Donated space						30-90 days	→	→	→			
New construction						1-2 years	→	→	→	→	→	→
10. Apply for, and receive approvals from health, building safety, and fire safety if appropriate. Apply for, and receive license.							30-90 days	→	→ 30-45 days	→ →	→	
11. Order and purchase furniture, toys, equipment, and food, if necessary (delivery time included.)										30-90 days	→	→
12. Utilities—open accounts (includes time for service to begin)										30 days	→	→
13. Hire staff (includes determining how many, job descriptions, and recruitment)										14-45 days	→	→
14. Design curriculum, schedule for the day, train staff team											20 days	→
15. Advertise, recruit and enroll children										30-60 days	→	→

If you are building a new building, and need a lot of time to raise money and plan, it could take more than a year to get started. The above assumes that you will take about a year. By concentrated planning, and using the shortest length of time possible for each step, it could be done in half this projected time.

HURRAH! You're ready to open. Good Luck.

***Prepared by The Day Care Council of America, Inc.**

Below is a detailed checklist of all tasks that need to be addressed in order to start a SACC program. The list is adapted from an article by Roger Neugebauer. [33]

START UP TASKS

____ Assessing level of demand
____ Organizing planning effort
____ Identifying community resources
____ Setting Opening date
____ Setting numbers and ages of children to be served
____ Setting hours, days, and months of operation
____ Developing program philosophy and activities
____ Setting group size and staff: child ratio based upon DHS standards
____ Deciding who will operate the program
____ Deciding where the program should be housed
____ Acquiring space
____ Assuring that space meets health and safety regulations for child care
____ Securing cooperation of school officials
____ Selecting appropriate legal structure
____ Incorporating and securing tax-exempt status (when applicable)
____ Developing the budget
____ Setting fees and fee policies
____ Establishing enrollment procedures and admission policies
____ Developing enrollment forms
____ Setting up financial management system
____ Securing start-up funds (may mean grant writing)
____ Securing operating funds
____ Arranging for utilities and janitorial services
____ Identifying parent fee subsidy avenues
____ Securing a license (if necessary) and other local clearances
____ Developing staffing pattern
____ Establishing personnel policies
____ Recruiting and selecting staff
____ Orienting and training staff
____ Clarifying roles and relationships among staff, board, and parents
____ Publicizing program and recruiting children
____ Designing the space
____ Acquiring equipment and supplies
____ Setting up food service program
____ Establishing health and safety procedures
____ Establishing transportation arrangements
____ Securing insurance
____ Acquiring office supplies and equipment

Program Philosophy

In formulating a program philosophy or goal, planners may find it helpful to consult the clear policy statements provided by the authors of Half a Childhood.[2]

School Age Child Care...

IS a support for parents who are working, preparing for jobs, or in school.
IS a support for parents who are physically or psychologically impaired.
IS a source of parenting information.
IS a complement to the child's home.
IS a supplement to the child's school.
IS a program which meets the child's individual developmental needs.
IS an opportunity for the child to become comfortable in the broader community.
IS a place for the child to develop skills, form friendships, discover hobbies.
IS a place to experience accomplishment, to flourish, to build a sense of self-worth, to mature.
IS a time for relaxing, having fun, enjoying friends and doing what you want to do for a while.
IS a source of information about community resources for the family.
IS a family service with equal concern for the needs and wellbeing of both the child and his parents.

School Age Child Care...

IS NOT an extension of the school program.
IS NOT an assumption of the parents' role.
IS NOT a recreation program although it does provide many of the activities found in recreation programs which enrich leisure time.
IS NOT a "baby-sitting" service.
IS NOT a tutorial service.

A successful program meets the needs of the parent, the child, and the community. Satisfaction for each depends upon satisfaction for the others.

Once a program philosophy is in place, other decisions are easier to make. The goal statement of Robbinsdale's Adventure Club will help to illustrate this:

> "The primary purpose of the Adventure Club program is to provide attractive, high quality before and after school care and recreation for children whose parents work. Within this framework, the program seeks to provide an educational environment conducive to learning with a minimum of formal structure..."

Overall, program philosophy sets the scene for the competencies of staff hired, the types of programming offered, the times and hours of operation, the location, and all other aspects of the program.

BASIC PROGRAM DECISIONS

Hours of Operation

Although terminology may differ around the state, the basic time frames or components of school age child care are defined as follows:

COMPONENTS MOST FREQUENTLY PROVIDED

Before School care is provided before the child's school day, generally starting between 6:00 and 7:00 a.m and lasting until 8:30 or 9:30 a.m.

After School care is provided after the child's school day from the time school is over for the day (generally between 2:30 and 3:30 p.m.) until the parent picks the child up or the program ends (generally between 5:30 and 6:00 p.m.).

Kindergarten - In most Minnesota communities, half-day kindergarten is offered, leaving either morning or afternoon for child care. This care is generally offered from 9:00 a.m. to 12:00 p.m. or from 12:00 p.m. to 3:00 p.m. Kindergarteners in a SACC program may be enrolled in one or all of the before school, after school, and kindergarten components of the daily program.

COMPONENTS PROVIDED BY SOME PROGRAMS

Full Day is care offered during the school year on school vacation days or school release days for full-day programming generally from 7:00 a.m. until 6:00 p.m. The day's programming is not divided into before- and after-school components and requires different program planning. These days occur over the nine-month school calendar.

Summer Full Day usually involves the same hours as regular Full Day, except that these days may be continuous up to 11 weeks. Such a program obviously entails yet another style of program planning.

POSSIBLE ADDITIONAL COMPONENTS

Drop-In care occurs if there is room at a particular location during a particular component. The child is not regularly scheduled to attend on a regular basis but does have enrollment papers on file. Although this is the most flexible schedule for parents, programs are offering it less because of staffing and programming problems.

Part-Time Care is regularly scheduled but for less than five days per week. For example, a first grader might need care before and after school on Monday, Wednesday, and Friday only. Part-time care can be difficult for the child. It can tend to be confusing and disruptive to programming. If transportation is involved it can be even more confusing to the child and the staff. However, in most Minnesota communities there is a need for part-time care.

Evening and Weekend Care is not presently offered in any of the school-based programs or most private programs. There are a handful of programs in the state that provide this option which is in demand by working parents.

Sick Care is also a need for working families unable to obtain in-home care for children who are ill and unable to stay alone.

In considering additional components, careful attention must be paid to their impact on the budget.

Information collected from the needs assessment will indicate the primary component need. Many programs begin with a pilot after school program at a single location and expand by adding more components and more locations after achieving a stable financial base. Sometimes programs face obstacles to expansion because of lack of appropriate space. The Project Kids program in the Burnsville public schools, for example, had been running before and after school programs out of shared space, but there was no school space in which to provide care before and after kindergarten. However, through community contacts appropriate space was found in a church and in a park and recreation building. With school district transportation support, the Project Kids program is now offering before school, after school, and kindergarten care. (See Section II for further details on Minnesota model programs.)

The hours and days of operation may be constrained by needs of the facility used. Programs housed in public school buildings will have many more restrictions than in other facilities.

Program Space and Location

In Minnesota school age child care is happening in public and private schools, community buildings, closed schools, churches, park and recreation buildings, community agency buildings, daycare centers, nursery schools, and family daycare homes. Not only classrooms, but cafeterias, hallways, art rooms, and gyms are utilized.

Both environment and location should reflect the needs of the parent and child as much as possible. The space should be accessible and appropriate for programming. The selected space will have a powerful impact on the entire program. Minnesota Department of Human Services Rule 3 for licensure of daycare centers states that a minimum of 35 square feet per child should be allocated for indoor programming and 75 square feet for outdoor program space. Space needs also include appropriate storage for program materials.

The most desirable program area is space exclusively dedicated to child care and not shared. Unfortunately, this is usually not the reality, and creative use of shared space will be a challenge. It is recommended, therefore, that at least some portion of the space be designated as exclusive even if it means only a "check in" and cubby area. The space should have access to as many optional activities or resources as possible, e.g., gyms, media centers, playgrounds, lunch rooms, etc.

Space that is appropriate at lowest possible cost will help to control fees. There are many examples of rent-free arrangements which have been made through the cooperation of local churches, YMCAs or YWCAs, or other interested agencies.

Transportation of the children should be kept to an absolute minimum. The program should be as accessible to the child's school as possible, thus cutting down on safety problems and staffing costs. Transportation schedules can compound the adjustment difficulties a young child's daily transitions already entail. SACC locations should be accessible to parents with appropriate parking available.

The safety of the space is, of course, a critical and nonnegotiable factor in program development. Space that is accessible for handicapped children with special needs may need to be considered. Minnesota has state building and fire safety codes, and local officials may be consulted for advice.

Legal Considerations

Three options are open to school administrators for establishing a school age child care program, according to Abby Cohen of the Child Care Law Center.[9]

1. Establish a school-operated program,
2. Contract with or lease space to outside groups, such as the YMCA, YWCA, Boys and Girls Club, or parent organization, to provide child care,
3. Provide financial or in-kind assistance to existing programs within the community by granting use of transportation, recreational facilities, or other benefits.

Minnesota Statutes 123.36, Sub. 5 gives local school boards the discretion to authorize the use of school facilities for community purposes which in the board's judgment will not interfere with the use of the facilities for school purposes. Local school boards have authority to require cash or a corporate security bond in a reasonable amount for use of the facility as well as to charge rent and repair of any damage that might occur.

It is essential to have it clearly understood by all involved who is the responsible SACC administrator to lay the groundwork for liability coverage. For SACC programs administered by school districts, Chapter 466 of Minnesota Statutes covers basic liability questions. Section 466.12 deals specifically with the question of insurance and the doctrine of governmental immunity from tort liability as it applies to school districts.

Because SACC programming occurs at extended parts of the school day as well as off school grounds, it is advisable for the program administrator to determine the need for additional liability coverage. All staff, including substitutes, should be covered in addition to the children.

A school operated program that is leasing space outside the school in a community building must have a clear understanding as to who is responsible for insurance coverage and what is covered by any existing policies.

Since court decisions affect liability issues and several cases are now pending in Minnesota courts, administrators should consult school district attorneys on any specific liability questions that may arise. It is imperative that administrators familiarize themselves with district policy on key issues relating to liability and that they urge district policymakers to consider SACC aspects of existing policies. Such policies are:

- policy regarding emergency transportation of a child in an ambulance or staff vehicle

- policy regarding field trip permission slip

- policy regarding admission of special needs children

- policy regarding procedure when a child is not picked up at the end of the program day

- policy regarding food on site, including evening social gatherings

- policy regarding release of a child involved in a custody battle
- policy regarding any swimming the program provides
- policy regarding nonprescription drugs

Will meals be served?

Planning, purchasing, storing, and preparing food are major tasks in child care programs. SACC programs may serve breakfast or a morning snack in the before school component, lunch during the kindergarten or full day components, and/or a snack in the after school component. Some programs offer breakfast. Lunches are brought from home, purchased through the school, or provided by the program. Most, if not all, Minnesota SACC programs offer an after school snack, though some programs have the children bring a snack from home. (See Appendix 30 for a cyclical snack menu sample.)

The United States Department of Agriculture Child Care Food Program, administered through the state Department of Education in Minnesota, provides federal reimbursement for food costs for low-income eligible children in child care programs.

To qualify, the child care center must:

1. have or be working toward nonprofit status. For-profit center based programs may also participate if more than 25 percent of their enrolled children receive Title XX funds.
2. be licensed by the Minnesota Department of Human Services.

For further information on administration of the food program, see Appendix 31.

Will there be a need for transportation?

Generally, transportation to and from a SACC program is the responsibility of the parent. Some programs housed in schools have no transportation needs. For example, Kids and Co. in the Hopkins public schools is housed in every district elementary building. At the other extreme, because of space constraints an entire program may be housed in a community building to which every school age child must be bused daily. Depending upon district policy, many school districts in the state provide daily transportation to and from SACC programs and may or may not charge the program directly. Some districts do not provide daily transportation unless routes are already in place or within district sub-boundaries.

Transportation is and will continue to be a key legal and budget issue for child care programs.

Whatever system of transportation is finally established in a SACC program, nothing is more important than the safety of the children. In the Minneapolis Kids SACC programs, school age child care staff are paid specifically to oversee busing, making certain that every bus and every child has arrived at or left the program on schedule.

Who will the program be for?

An assessment of parent needs should provide a clear indication of who will use the program. When beginning a program it is easiest to focus on the age group for which there is greatest demand, and expand as resources become available. Marketing of the program can be targeted to the projected user group. (For examples of promotional flyers, see Appendix 23.)

STEP THREE - BUDGET AND FINANCIAL MANAGEMENT

Financial planning and management is integral to any SACC program, but financial management should be the servant, not the master, of program philosophy. A budget with projected income and expenses must be designed in order to provide a basis for program policy decisions. As the program grows and changes so will the budget. Those who manage the program, therefore, should build in a process by which the budget will be evaluated and altered regularly in the light of program growth and development.

Basic to all budgets and all programs is that they aim to be self-supporting. Even if outside funding is obtained or start-up money is appropriated, there will be no guarantee of the continuation of funding or of the amount.

There are two budgets to be considered when beginning a program: the Start-Up budget and the Operating budget.

THE START-UP BUDGET

The start-up budget will include everything needed during the pre-program stages. These expenses will exceed the regular ongoing expenses of the daily operation and should be kept separate. The budget should provide for a cushion against unforeseen problems such as low enrollment or slow cash flow caused by lags in reimbursement. In Minnesota, child care programs which bill agencies for subsidy reimbursement from such programs as Title XX, CDBG, USDA, etc., will not receive payment for a month or longer. If a bill is sent to a county, state, or city agency, payment will generally be received the following month.

Programs housed in schools may be able to avoid major start-up costs if the environment already provides carpeting, refrigerators, tables, chairs, gym equipment, telephone, photocopy machine, etc. However, major renovation may be necessary, which will be a one-time, but significant, expense.

EXPENSES TO CONSIDER IN A START UP BUDGET

Staff hours	Administrative and teacher hours will be necessary for pre-program planning.
Environmental adaptations	Renovation may be necessary in such areas as walls, bathrooms, drinking fountains, carpeting, curtains, telephone, fire extinguisher, etc.
Major equipment	Storage cabinets, refrigerator, furniture, playground equipment, etc.
Marketing	Announcements through various community and media vehicles.
Potential underenrollment and slow cash flow	Billing reimbursement will be a month behind; enrollment may be slow.

The following list of financial considerations is adapted from the Greater Minneapolis Day Care Association's booklet on How to Start A Child Care Center: [24]

Before Opening:

1. Set financial goals for the program. Do you expect to make a profit the first year or will breaking even be your goal? How long can you wait to get a return on your investment?
2. Assess start up costs and capital available. Can you afford the initial front-end costs?
3. Calculate a daily rate based on the budget and on projected income.
4. Compare your daily rate with rates being charged by other child care programs in your neighborhood. Is your daily rate higher or lower than other typical program rates?
5. Make adjustments in your rate considering what the market will bear and your financial goals.

After Opening:

1. Monitor your budget on a monthly basis, adjusting expenditures to match monthly income.
2. Is your program overstaffed or understaffed based on the number of children enrolled? Gradually phase in more staff as your center reaches operating capacity but always stay within the staff/child ratio required by state licensing requirements, 1 staff to 15 children.
3. Keep good, accurate records of attendance, income and expenditures, and food service, etc.
4. Continually reassess the need for child care in your community. Should you shift some slots to a different component?
5. Assess losses due to unpaid fees, seasonal underenrollment, billing reimbursement. Consider this information in planning your budget and in setting your fees for the coming year.
6. Set new short-range and long-range financial goals. These can be as specific as planning ways to raise money for an expensive piece of equipment or as broad as raising money for a sliding fee program with a target date two years off.
7. Involve staff, parents, and board in the financial planning process.

THE OPERATING BUDGET

The operating budget is a detailed plan of all program income and expense prepared annually but reviewed regularly. Budget detail is important because it provides effective control accountability and reflects program philosophy. Budget and budget format will vary from program to program as well as from organization to organization.

The following budget outline lists expenses itemized by most school-based SACC programs in Minnesota. Programs not school based may have additional expenses such as food service personnel, bus driver, garbage removal, etc.

Operating Expenses

A. PERSONNEL
  1. Administration
  2. Administrative Support Staff
  3. Teaching Staff and Substitutes
  4. Employee Benefits

B. STAFF DEVELOPMENT

C. PROGRAM
  1. Supplies
  2. Equipment
  3. Activities
  4. Food
  5. Publications, Subscriptions, and Memberships

D. OFFICE COSTS
  1. Supplies and Equipment
  2. Printing and Postage
  3. Marketing

E. TRANSPORTATION

F. SPACE
  1. Utilities
  2. Rent
  3. Custodial Services

G. MISCELLANEOUS
  1. Insurance
  2. Licensing
  3. Parent Involvement
  4. In-Kind Charges

Personnel. This category may comprise up to 75 percent of the entire budget, including staff wages and fringe benefit packages. Quality, well paid staff are a primary factor in a program's success, and, therefore, should be a significant percent of the budget.

Administrative Staff may or may not be paid directly from the SACC program budget. In some school based and preschool center based programs this cost is covered by an overall department or center budget. The program administrator's job is generally a year-round salaried position, and should be included in the start-up budget as well as in the operating budget.

Administrative Support Staff includes all persons who perform bookkeeping, accounting, typing, or other office functions. Depending upon the size of the program, these positions may be full or part time, and may be shared with another program within the department or center. As the program grows, clerical staff play an increasingly important role in support of the teaching and administrative staff.

Teaching Staff. The number of staff is dictated by the number of children enrolled and the teacher/child ratio as set by the Minnesota Department of Human Services. The DHS minimum ratio is 1:15, but many programs have lower ratios. The budget must allow teachers sufficient program preparation time in addition to direct service time. (See sample staffing pattern form, Appendix 17.) Staff may be hired for a nine month period during the school year with extensions before the program's beginning as part of the start-up budget. Hourly wages should be competitive. (For a detailed look at salaries in Minnesota, see Appendix 1.) Basically, in Minnesota, the teacher's hourly wage in a SACC program varies between $4.50 and $9.50. For some programs, overtime pay is another consideration.

Substitutes for teaching staff who are sick, on vacation, or attending inservice training sessions are part of the operational budget. Substitutes generally will not be covered by the additional fringe benefit cost. In some school districts, however, staff belonging to bargaining units have rights to collect an established amount of sick and vacation time per year and cash in untaken days. Though the cost of substitutes cannot be forecast precisely, a figure for this expense should appear in the operational budget.

Employee Benefits. A reliable means to insure quality staff is to provide benefits beyond the basic benefits mandated by the state. The state Department of Employee Relations should be contacted for current information on formulas for computing required benefits, i.e., social security, workers compensation, and unemployment insurance. If a SACC program is developed as part of an umbrella agency, it will no doubt be advantageous to participate in the existing benefit package. Optional benefit packages include, but are not limited to, any and sometimes all of the following: sick and vacation pay, holiday pay, health and dental insurance, retirement fund, compensation for attending training sessions, free child care, and profit sharing.

Staff Development. As stated in DHS standards for child care, a minimum of 2 percent of a staff's employment hours must be spent in some type of inservice training. This minimum standard must be reflected as a budget priority. Depending upon the program size and hours of operation, substitutes may or may not be needed to free staff for continuing education. If the programming is before and after school only, a staff inservice can be held during the midday. Also important to staff development is the availability of a resource library.

Program

Supplies. Purchased supplies are generally categorized as either consumable or non-consumable. Consumable supplies are those regularly replaced such as paper, art supplies, tissues, first aid supplies, etc. Non-consumable supplies need not routine replacement but occasional repair. Such items are games, records and tapes, scissors, globes, etc. With appropriate storage, items can be purchased in bulk to cut down on cost.

Equipment. This line in the budget refers to all permanent items purchased for the program. Several major items such as refrigeration, storage cabinets, furniture, etc., will have been included in the start-up budget. Examples of other programmatic equipment may be tape player, couch, loft, cots, etc.

Refer to Appendix 11 for a detailed list of supplies and equipment necessary for basic SACC programming.

Activities. Some programs prefer to have this as a separate line item even though it may overlap with other categories. Activity costs generally refer to costs incurred for specific activities, e.g., a professional musician hired to perform on site or an off-site field trip to the museum. Some programs have a contract category for contracting with professionals or agencies to provide such services.

Food. Food may be purchased for snacks or as supplies. Equipment for food will generally fall under the general supply or equipment categories. If preparing food on site, adequate storage space, supplies, and equipment will need to be purchased. Again, purchasing in bulk will save on cost.

Publications, Subscriptions, and Memberships. Networking through memberships in local and national organizations will be an important support to both the teaching and administrative staff. Cost of subscriptions to children's magazines average approximately $10.00 per year. (See Appendix 7 for a list of suggested publications.)

Office Costs

Supplies and Equipment. Both consumable and non-consumable office supplies will be needed and, if stored appropriately, can be purchased in bulk. Items needed include, but are not limited to, paper, calculator, pens, envelopes, etc. Equipment such as typewriter, photocopy machine, telephone, desks, etc. are needed. Some equipment can be rented. Also included in the budget should be the cost of equipment repair.

Printing and Postage. Funds for printing and mailing are important. Costs will vary depending on program size and location. Mailing important information to parents will increase efficiency.

Marketing. Marketing is a key factor in the ongoing success of any program. Activities might include distribution of leaflets through district schools, park buildings, and libraries or airing a public service announcement. Costs include both time and materials.

Transportation. In Minnesota most programs pay a percentage, either directly or indirectly, to a school district in order to cover the costs of transporting children to and from programs. Programs may need to budget additional funds for bus or van rental or public transportation during field trips. A few programs have purchased vans or buses which are operated by a licensed staff member. Mileage reimbursement can be provided to pay for traveling expenses for administrative and/or teaching staff. In Minnesota reimbursement will be about $.20 per mile.

Space

Utilities, Rent, and Custodial Services are basic expenses to every SACC program. To cover these costs, school-based programs may pay a set percentage annually, or they may receive an annual assessment of exact costs attributable to the program. Some programs may receive such services as in-kind payments from an umbrella organization. Generally, these costs make up about 10 to 15 percent of the entire budget.

Miscellaneous

Insurance. As required by the state of Minnesota, all SACC programs must have liability insurance to cover property damage, bodily injury, and personal injury to both staff and children. Also required is bonding insurance that covers fiscal liability. Fire and theft insurance is recommended, but not required. Auto insurance is necessary if a program transports children by car as many private centers do. Policies regarding insurance will depend upon school district, state and local statutes, and should be researched. The Greater Minneapolis Day Care Association recommends the following insurance coverage:

> Fidelity Bonding Insurance in the amount of at least one sixth of total contract amount to cover all personnel authorized to receive or distribute money.
>
> General Liability Insurance DHS requires $100,000 for bodily injury per person. $300,000 per suit.
>
> Auto Insurance $100,000 per person, $300,000 per suit.

Licensing. The budget should include any costs involved in the licensing process or for safety inspections, conditional use permits, etc., which may be necessary. At the present time the fee for licensure of a child care center, which is paid at the state level, is $12.50 plus $1.50 per child unit of licensed capacity. For further information, see How to Start a Child Care Center, by the Greater Minneapolis Day Care Association.[24]

Parental Involvement. Funds may be necessary to support parent involvement and parent education, both integral components of a SACC program. Costs could cover such items as child care during parent meetings, materials for a parent lending library, or parent/child social events.

In-Kind Charges. Programs housed in public school buildings may have access to some or all of the district's range of administrative services: transportation, custodial services, printing, mailing, purchasing, legal advice, a media resource library, payroll processing, word and data processing, and professional help with marketing, staff training, or special needs children. The budget for these valuable services will depend upon the school district's method of charging individual programs.

PROGRAM INCOME

The income portion of the budget lists and details all revenues of the program. Although there may be more than one source of income for a program, the basic source is the parent fee. In many programs, a portion or all of the parent fee may be subsidized. A detailed look at fee structure and policies appears elsewhere in this section.

The operating budget must be based upon parent fee income. Often, start-up budgets will be based upon grant, foundation, or other support money, but rarely will such revenue continue to cover operational costs.

The following is a list of possible program income sources. (Definitions of the terms appear later in this section.)

Program Budget Income

A. PARENT FEES
  1. Registration Fee
  2. Fees for Care
B. PARENT FEE SUBSIDY
  1. Title XX
  2. Community Development Block Grants
  3. Minnesota Child Care Sliding Fee Program
  4. Parent Assistance Fund
C. USDA FOOD SUBSIDY
D. GRANTS, FUNDRAISERS, AND DONATIONS

When starting a program, it is important to keep in mind that in the child care industry a certain percentage of the income is going to be collected late or not at all. Clear fee policies that are well communicated will help to insure a higher level of timely fee collection.

Once the essential expenses of the program are totalled, the income can be projected and the two balanced. Planners will then be able to decide whether the program can be expected to achieve financial viability, and whether the projected budget in fact has room for additional "extras."

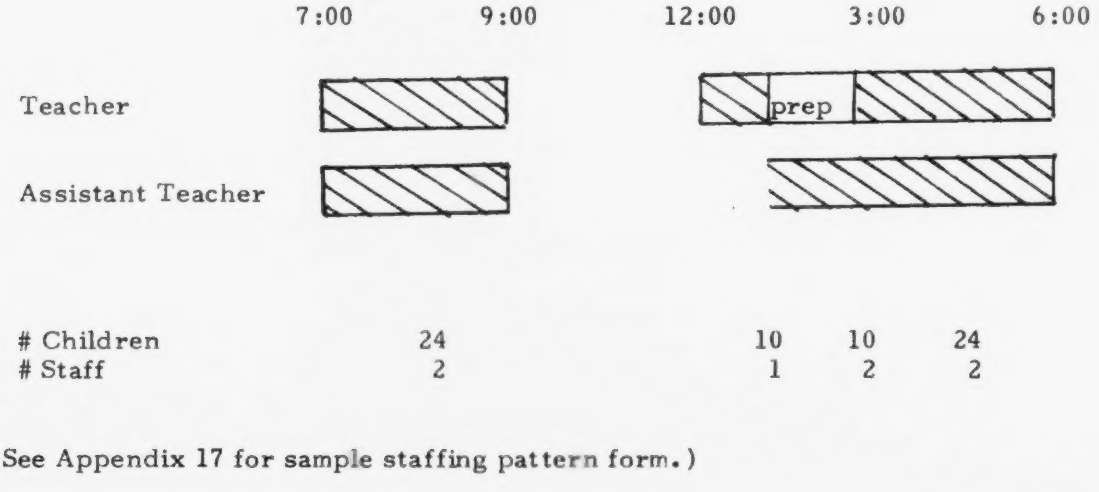
SAMPLE SACC BUDGET FOR A SCHOOL-BASED PROGRAM

The sample budget on the following pages is the projected income and expenses based upon predicted enrollment received from a needs assessment and a staffing pattern based on the predicted enrollment.

Projected Enrollment Per Component:

Before School	7:00-9:00	24 children
P.M. Kindergarten	12:00-3:00	10 children
After School	3:00-6:00	24 children

STAFFING PATTERN



# Children	24	10	10	24
# Staff	2	1	2	2

(See Appendix 17 for sample staffing pattern form.)

The sample budget itself is based upon the following information:

1.	Components and hours	before school = 2 hours p.m. kindergarten = 3 hours after school = 3 hours
2.	Number of children per component	before school = 24 p.m. kindergarten = 10 after school = 24
3.	Number of staff hours	teacher = 8 hours assistant teacher = 6 hours
4.	Number of days of operation	170 school year days including 10 paid staff holidays

This program will operate on school days only and at one location. There will be no administrative salary directly affecting the center as administration will be provided by an umbrella agency. This is an operating budget that assumes start-up costs have already been covered. There will be no major field trips because no full-day programming is needed at this time.

SAMPLE SACC BUDGET

School Year 1985-87

Line Item	Amount	Rationale
Staff	$18,576	1 teacher a/$7.00 per hour, 8 hours/day 1 assistant teacher a/$5.00 per hour, 6 hours/day Substitutes for 18 days (1 day per month per staff) 10 paid holidays 15 percent benefits coverage
Staff Development	500	Staff attend workshops or classes 2 percent of total hours Purchase resource library
Supplies	1,000	Consumable and non-consumable, approximately $.10 per child per day
Equipment	1,500	Purchase more equipment and provide for upkeep
Activities	500	Contract a professional to come to site location to give music lessons for the kindergarteners
Food	1,632	$.30 per child per two component snack per day for after school program $.10 per day for morning snack
Publications, etc.	150	Staff memberships, publications Children's magazine subscriptions
Office Supplies	500	
Printing and Postage	150	6 mailings per year Printing policy handbooks, updated forms, etc.
Marketing	50	Print an updated flyer toward middle of the year
Transportation	210	Rent bus $70.00 per trip 3 times per year
Miscellaneous	150	Insurance - additional liability policy $1.25 per child Parent involvement - pay staff for child care for three evening meetings
Subtotal	24,918	
In-Kind Administrative charges	2,492	10 percent
Total	27,410	

Based upon the final figure from the sample budget, the following is one process that might be used to determine program fees. (See Appendix 12 for more detailed rate calculation form.)

Rate Calculation

School day formula

Components	# children		# hours	=	daily kid hours
before school	24	x	2	=	48
kindergarten	10	x	3	=	30
after school	24	x	3	=	72
			total	=	150
			# school days	x	170
			total kid hours		25,500

Cost Per Hour Formula

Total hourly rate $1.07 (round to $1.10)
Kid / budget total 25,500/ 27,410
Hours

Cost Per Component Formula

Components	# hours	x hourly rate	=	Cost per component	=	Cost per week
before school	2	1.10		2.20		11.00
kindergarten	3	1.10		3.30		16.50
after school	3	1.10		3.30		16.50

MANAGEMENT

When the budget is in place and the program has begun, sound financial management and a clearly communicated set of policies are critically necessary. The authors of School Age Child Care, An Action Manual [1] list the following general operating principles for sound management of a SACC program:

- Checks and balances are built in: all money that comes in and goes out is recorded in a number of places, and people check one another.
- Formal systems are developed and used: systems for recording funds received and disbursed are set up and used by all.
- Lines of responsibility are clearly drawn: tasks are broken down so they are manageable, and they are assigned to the appropriate individuals within the program.
- Procedures are outlined: everyone knows whom to consult about what--and when to do so.
- Information essential for decision making is available: all of the systems and written forms are designed so that information is easy to find and understandable.

- Emergencies have been "planned for." As much as possible, contingencies have been considered and funds set aside so that financial disaster can be averted.

- Detailed records document all financial activities.

Fee and Related Policies

Parent fee policies must be concise and in writing. Both parents and staff need a clear understanding of all policies. Policies are developed as a program grows and are rarely totally established before a program begins. As a new situation arises or as a parent raises a question, staff need to come together and arrive at a policy decision. Although a governing board or school board may have final authority, it is always advantageous for SACC administrators to seek policy input from program staff and parents.

The following is a descriptive list of management forms and policies related to fees that have been developed by Minnesota SACC programs. The number of actual forms should, of course, be kept as low as possible.

- Fee Contract. Many SACC programs have developed a fee contract that clearly indicates which program components and which days or hours will be used. Policies or agreements regarding payment schedules should be included on the form. Separate contracts for each year's programs (summer versus school year) will make bookkeeping easier. If done in duplicate, the parent is able to retain a copy and refer to it as needed. (For sample fee contract forms, see Appendix 13.)

- Payment Schedule. Parents need a clear understanding as to when payments are due. Most Minnesota programs require payment in advance, from a week to a month prior to service. Many programs charge fees on a weekly or monthly basis: few charge daily or hourly. Flexibility of payment schedule is helpful to parents, but costs the program more in administrative time. It is generally easier to collect fees on the first and/or the fifteenth of the month. (For an example, see Appendix 14.)

- Program Schedule. A parent who signs a fee contract should agree to pay in advance for use of component for certain days per week or per month based upon enrollment, not actual attendance. When a program charges in advance based upon enrollment, the operational budget remains predictably stable regardless of whether all of the children scheduled actually attend.

- Part-time Fees. Staffing for part-time use (less than five days) is difficult. Some programs buffer this by offering the following plan:

  Child enrolls for 1 or 2 days/week, pays for 2 days/week
  Child enrolls for 3 days/week, pays for 3 days/week
  Child enrolls for 4 or 5 days/week, pays for 5 days/week

  Such a schedule allows the child to use that extra day, but also ensures staff and program cost coverage. In most communities, part-time use is minimal. Some programs have also developed a fee payment plan that puts a small surcharge on part-time fees, thus helping to cover the extra administrative work part-time enrollment entails. Some programs limit the amount of part-time slots available.

- Change in Program Schedule. Parents will need to change contracted service occasionally. In order to allow this flexibility, programs find that requesting advance written notification is helpful. The advance request allows staff to readjust staffing patterns and activity plans, etc. (See program change form, Appendix 16.)

- Registration Fee. Most programs have adopted a non-refundable registration fee policy. The fee ranges from $5.00 to $25.00, and it may be levied annually or only once upon initial enrollment, per family or per child. Programs have found that a registration fee not only helps to cover the cost of the registration process but also indicates that a family is committed to using the program.

- Late Fee Payment Charge. Some programs impose an additional payment as a result of a late fee. Programs find that a late fee helps to promote timely cash flow.

- Down Payment. Programs often request a down payment which can be credited toward the first week (or month) or toward the final week (or month) of program use.

- Fee Reduction For Siblings. Though fee reduction for siblings has been a boon to families, fewer programs are offering this discount, due to budget and administrative problems it entails.

- Late Pick Up Fee. If staff have to remain after hours repeatedly because parents are late in picking children up at the end of the day, programs may charge the late parent a fee to be paid directly to the staff person present at the time of pick up. This situation should be clearly distinguished from an emergency late pick up situation.

Funding Sources

The basic source of direct funding for SACC programs is parent fees. Parent fee subsidies are available through local county social services agencies in Minnesota. The following is a description of possible funding sources available in Minnesota. Most subsidy programs are federal funds channeled through the states, and administered by counties or cities. Funding procedures and policies vary widely from county to county.

The Child Care Sliding Fee Program (information provided by Resources for Child Caring, December 1986)

Pilot sliding fee programs were begun in the mid-1970s by several Minnesota counties using funds from the state's Child Care Facilities Act. County participation in the program was voluntary, and by 1984 only 24 of Minnesota's 87 counties were participating. Funding levels gradually increased to $2.3 million for fiscal year 1985.

In 1985 the state legislature mandated all counties to participate and the funding was increased from $3 million to $10 million for the biennium. In the current proposed state budget the governor has asked for increased funds for the program.

The sliding fee legislation sets out guidelines for determining eligibility and the amount of child care assistance a family may receive:

- Families are eligible for financial assistance if they are on AFDC and working or in training, or working and their family income is below 75 percent of the state's median income for the family size ($1,308 monthly gross for a family of two, $1,616 gross for a family of three).
- The amount of sliding fee assistance that a family can receive depends upon family income, family size, amount of child care expenses, and other factors. As family income rises, the share that sliding fee pays decreases.
- Families are not eligible if a family member is available in the household to care for the child.

Example: If an AFDC mother with a three year old child begins job training, the sliding fee program pays her full $200 a month child care costs. When she finishes training and gets a job at $900 a month, she has to contribute $15 a month, and sliding fee pays $185. Without the sliding fee contribution, she would be worse off than she was on AFDC. When she finally begins to receive the $350 per month child support that is due her, the sliding fee drops down to $77. Sometime later she gets a $90 per month raise and takes over responsibility for her full child care costs.

Title XX Funding (Central Eligibility) (adapted from How To Start A Child Care Center [24])

Title XX of the Social Security Act provides federal funding for a variety of social services for low-income families, including child care. These funds are designed for families with incomes below 60 percent of the state median who are working or in training. Title XX social service dollars come from the federal Department of Health and Human Services to the states, and are distributed through the local counties. Some counties provide child care funding through Title XX only to AFDC recipients who wish to work. Other counties, such as Ramsey and Hennepin, provide child care for low-income families in work or training programs and/or because of special needs.

Currently, Hennepin and Ramsey Counties administer Title XX funds through a Central Eligibility Voucher Program. Free child care is provided to eligible families where parents are working or in training at least 25 hours per week. Parents are given a voucher by the county and may then choose any type of licensed child care facility available. In Hennepin County, a very small fee is charged to the parents on a monthly basis and the county pays the difference to the child care provider at the end of each month after care has been provided. This mechanism for establishing a Title XX contract varies from county to county and is usually channeled through county Social Service offices.

Low-income persons working or in training may receive free child care through participation in the WIN program. In addition, AFDC recipients may receive a child care subsidy through their AFDC grant. Questions about Title XX, AFDC, and WIN program funding may generally be directed to the local county welfare or community services department.

Community Development Block Grant (CDBG)

CDBG funding is federal money available to social service agencies including child care programs in cities that are receiving HUD funds. Child care subsidy is based on a family's income level. You may contact your local city council for more information.

Parents' Assistance Fund (PAF) (Adapted from How To Start a Child Care Center [24])

The Greater Minneapolis Day Care Association (GMDCA) Parents' Assistance Fund is a sliding fee program funded through Community Development Block Grant dollars from nine municipalities in Hennepin County. Each municipality has its own fund and income guidelines. Income guidelines for the Minneapolis PAF program are 60-100 percent of the state median income, while the eight suburban municipalities participating in the program use the Section 8 Housing Income Guidelines. The administrator for these funds is the GMDCA. Income eligible families working or in training must apply at GMDCA and provide verification of income. The parent chooses the provider - either family daycare or center care - and pays a small fee to the provider according to the sliding fee scale. The Parents' Assistance Fund pays the difference directly to the provider on a monthly basis.

ENROLLMENT PROCEDURES

First impressions mean everything! When a prospective parent phones or visits to inquire about the program, it is very important that the SACC staff provide clear information on enrollment procedures and can answer all questions about the program. Enrollment procedures as well as program policies should be written down and presented in an understandable format. Programs might develop an enrollment or registration packet for distribution to parents.

Ideally, the enrollment process begins with a personal interview between SACC program staff, parent, and child at the SACC program location. It is important that parent, child, and staff are clear on what each needs and expects from the program, what the policies, goals, and philosophies are, and what the ongoing expectations will be. The Adventure Club in Robbinsdale hosts an evening parent orientation meeting for all new parents at the beginning of each year to make sure that all points have been covered.

Although the format may vary depending upon program size and location, the following documents must be filled out by the parent and kept on file at the center.

1. A Registration/Enrollment Form with basic information relating to the child such as name, address, phone, parent's name, address, and work phone, date of enrollment, as well as general information specific to the child, such as previous child care provider, etc. (Examples of such forms are shown in Appendix 15.)

2. Emergency Card indicating emergency contacts with parent or guardian, or other contacts, including physician and dentist. Permission from the parent for emergency transportation of the child, any current allergies or medications, and updated immunization information should be included. This card may be taken on field trips. (A sample is shown in Appendix 26.)

3. Fee Contract indicating which components, which days, and which hours the child will be in attendance. (See Appendix 13.)

4. Health and Safety Information listing the child's health history, immunizations, and any information about the child's welfare that staff should be made aware of such as hearing loss, food allergies, insomnia, etc. Programs located in schools may obtain copies of school health summaries with parent's permission. (See Appendix 25.)

5. Release Form will allow the parent or guardian to inform the center that a particular person is unauthorized to pick up a child from the program unless approved by the parent. (See Appendix 15.)

6. Permission Form. Programs may need to seek approval for:

   a. permission for impromptu neighborhood walks or field trips. Parents should sign separate forms for specific extended off-site field trips that will require transportation.

   b. permission to have the child filmed or photographed and used as part of general marketing or media coverage. (See Appendix 27.)

7. Medication Forms should be signed by the parent so that appropriate signatures and specific medication information are on file if SACC staff should have to administer any medication to a child. It is a DHS requirement that the administration of all medication be done by a staff person only with the written authorization by both parent and physician. (See Appendix 24.)

8. Parent Handbook. A handbook containing all of the updated program policies, procedures, as well as a brief history and goal statement should be given to every parent in the program. Some programs have designed a form that asks the parent to sign indicating that the handbook has been read and understood. A program policy handbook can also be used as a marketing tool. The handbook can be shared with people in the community, public schools, and available at preschool settings so that appropriate professionals may have a greater understanding of the program.

   Included in the parent handbook should be the following:

   - description
   - goals and philosophies
   - fee policies
   - hours and components/schedule
   - enrollment procedure
   - program curriculum/activities
   - field trips
   - transportation
   - telephone numbers
   - program evaluation
   - conferences
   - staff
   - meals
   - administrative structure
   - appropriate dress
     - behavior management policy
     - emergency procedures
   - parent involvement
     - parent advisory council
     - other program policies

     (emergency school closing, late pick up, no pick up, suspected abuse)

Daily Program Procedures

Although paperwork and forms should be kept at a minimum, consise, written, and accessible information regarding the children in relation to programming should be monitored daily by the staff. If an emergency should arise, any adult should be able to locate important information and disseminate it immediately.

The following forms should be developed. Using these forms as a basis, programmatic procedures and policies can be developed.

1. Attendance Forms should be developed for each program component so that the teaching staff can be accountable for where children are and how many are in attendance. If a child is scheduled to be in session, but is absent with no notification from the parent, immediate action can be taken. Detailed attendance records are also required for billing parents and fee subsidy agencies. Maintaining statistics for program data such as ratios, increase or decrease over certain time periods, etc., provides useful administrative information.

2. Transportation Form. Whether on a separate form or on the attendance record or on a schedule posted on the wall, there must be a record of any transportation individual children require to and from school and the SACC program.

3. Program Transition Schedule. Some programs will have children arrive, check in, eat a snack, and then leave for an activity class in the school. SACC staff need to keep a record of who went where daily. The Robbinsdale Adventure Club has developed a system whereby the child places an activity card in his/her pocket so that staff and parents know where to locate the child.

4. Program Check In/Out Schedule. Based upon the sign in and sign out sheets familiar in most preschool daycare centers, many SACC centers have developed a similar form. This form helps the staff to be more aware of the arrival and departure of the children, but also insures more safety for the children. Having the parent sign the child in before school and again out after school allows for direct staff/parent communication. Some programs have developed a system whereby the older program children, especially "walkers," take the responsibility for signing themselves in and out with appropriate communication to the staff. (See Appendix 18 for a sample from the Robbinsdale Adventure Club.)

5. Program Communication Log or Notebook is a very important tool especially at large centers having several staff. If there is one communication focal point per center or teaching team (or whatever program structure is in place), all staff can read it daily. When the after-school assistant starts at 3:00 p.m., he/she can find out what the day has been like as well as what to anticipate by reading the communication log immediately. There may be entries such as: Joshua came today very sleepy, apparently he was up all night; Sandra needs medication at 4:00 (permission form on file); Jeremy will be picked up at 4:30 tonight by his grandfather, etc.

6. Behavior or Guidance Log. Staff may need to have a central communication notebook in which to document concerns or insights regarding a child's development. The "logging" should reflect professional observations of fact. Dated documentation will facilitate compiling a narrative for parent conference or a conference with school support staff, etc. This log will also allow the program administrator to keep abreast of any specific concerns regarding individual children.

7. Accident Form and Log A record should be kept of all accidents and an accident form should be developed that provides witnesses the opportunity to indicate all details of an accident. This documentation is necessary for liability protection and it also serves as a gauge of program environment safety. (School administered programs should check with the school district regarding specific procedures.)

8. Emergency Procedures must be posted where all can see.

    a. Along with severe weather or fire emergency procedures, practice drills should be carried out regularly.

    b. Emergency procedures to be followed by SACC staff during a safety or life threatening incident should be posted as well. Parents, children, and staff need to be very clear on what the steps are. Emergency phone numbers should be posted by the telephone and available on field trips.

9. Parent Conference Form may be developed as the basis for the conference between parent(s) and staff regarding the child's development in the SACC program. Conferences should be offered at least twice per year. A sample form was developed by the staff and parents of the Minneapolis Kids SACC program. (See Appendix 37.)

10. Suspected Child Abuse Form. As stated in Minnesota Statute 626.556; "Any professional who has knowledge of or reasonable cause to believe a child is being neglected or physically or sexually abused shall make an oral report immediately by phone to be followed as soon as possible by a report in writing." Available through any county or state social agency child protection department, this form should be made available to SACC staff and the procedures clearly understood. (See Appendix 28 for sample.)

11. Program Evaluation Form. An evaluation form should be developed on which the SACC program parents and children can give staff direction for future programming. The evaluation is a means by which program staff can measure the value of the program, examine strong and weak points, and redevelop goals and objectives. The evaluation process will also allow for public accountability, and enhance staff/parent communication. The parent sample evaluation form (see Appendix 39) is from the Edgewood Kidstop Program in Osseo, and the child evaluation form is from the Robbinsdale Adventure Club. (See Appendix 38.)

Parent Involvement

Parent involvement in the SACC program may take many forms. Parents can serve as members of a policy making board or advisory council or volunteer help in some other capacity. Parents may pool their resources to set up a scholarship fund for families unable to afford the program. Parents are invaluable resources.

Basic to parent involvement of any kind is continual communication, and staff must provide opportunities for two-way communication with parents. Some programs designate a certain area or a portion of a bulletin board, perhaps near the sign in/out area, as a parent information area. Here can be posted notices, menus, activity plans, newsletters, meeting announcements, etc. SACC programs should also send newsletters at least monthly to all parents with an update on what is occurring. The Robbinsdale Adventure Club, for example, even has a SACC parent lending library.

Staff should contact a parent when there are concerns or questions regarding a child. Staff should update a parent regarding growth or change and should do so at any time, if needed, without waiting for the scheduled parent conference.

Parents can become involved in:

Marketing
Fund raising and grant proposals
Volunteering (accompany on field trips)
Public relations
Program planning and evaluation
Parent support groups
Parent education
Special events (potluck evening meeting)

A good example of parent involvement is provided by the Minneapolis Kids Program which currently has 12 locations. Two elected parent representatives from each location form the citywide Parent Advisory Council which meets with program staff monthly, forming subcommittees as needed. Although this council serves in an advisory capacity only to the School Board, its support and resourcefulness is invaluable. The 12 locations hold individual parent meetings approximately three times a year. Members of the council are participating in a citywide community education sponsored workshop designed to help strengthen parent advisory councils, have developed a new name and program logo, have presented the School Board with future planning, and have developed a scholarship fund.

Parent involvement is integral to the SACC program. However, it is oftentimes difficult for program staff to solicit that involvement and get it, especially if a program is running smoothly. The SACC provider is not there to assume the parent's role, but to take responsibility while the parent cannot be with the child. It is, therefore, the role of the provider to facilitate and provide channels for ongoing communication.

THE SACC PROGRAM; ACTIVITIES AND CURRICULUM

Every expert on the development of school age child care programs reiterates and substantiates that the focus should be to: **Capitalize on the interests and developmental needs of the school age child.**

In the process of planning for the SACC program, a curriculum must be developed in which the activities and the environment reflect the overall program plan. Based on the needs and interests of the children, a curriculum must be developed that offers a wide variety of activities within an appropriately structured environment.

Developmental Needs

Before proceeding to planning specific activities, program planners should develop overall goals. The Robbinsdale Adventure Club, for example, adapted a list of developmental objectives based on Erik Erikson's studies of the school age child as the basis for its model curriculum. These are:

1. Acquiring a sense of industry, production, and completion of tasks.

2. Developing a sense of competence in controlling the physical environment; having a wide variety of opportunities to develop a full range of competencies; and being successful.

3. Mastering a variety of human interactions -- comparing self with peers, being the interactor in social situations and not just an observer.

4. Developing responsibility for one's own actions, setting limits, respecting rights and property of others, forming friendships, and using community resources responsibly.

The Glendale School Age Program in Minneapolis calls its curriculum "discovery based" and has developed a form in order to poll the children as to what specific program activities and resources should be included in the curriculum. (See Appendix 21.)

Planning the Curriculum

According to the American Educator's Encyclopedia, curriculum is defined as "Those activities, programs and experiences that have been planned and structured for children . . . ."

Why Plan?

- Planning insures structured variety and presents new possibilities and discoveries for children.
- Planning allows opportunities that avoid potential boredom and conflicts among the children.
- Planning allows children, parents, and staff input and anticipation.
- Planning provides an opportunity for support from home.
- Planning sets clear responsibilities for all staff.

- o Planning provides an outline of supplies and equipment that will be needed.
- o Planning provides substitutes with appropriate information.
- o Planning provides a measure of success of the program, as well as a reflection of staff's capabilities.

The Curriculum Plan Must...

- o Capitalize on the needs and interests of the children.
- o Offer a wide range of experiences, activities, and environments.
- o Use community and other resources as much as possible.
- o Involve parents as much as possible.
- o Set CLEAR and CONSISTENT limits for all children that are understood and agreed upon by all staff.
- o Balance the activities. (Teacher directed, child initiated, group, individual, active, inactive, etc.)
- o Structure the activities but allow for spontaneity.
- o Capitalize on the interests and special talents of the staff.

Curriculum Elements:

Environment Must:

1. reflect program goals.
2. provide wide variety of activity areas.
3. balance activities (hard and soft areas, individual and group, quiet and loud areas should be available)
4. be THEIRS; reflect the needs and interests of the children.
5. have clear activity area boundaries.
6. be safe.
7. separate age and interest groups as much as possible.
8. include appropriate storage areas for staff and children.
9. be appropriately equipped.
10. develop a floor plan.

The following is an environment check list adapted from the Military Child Care Project: [45]

______ Regular schedules for routines and activities are posted in clear view.

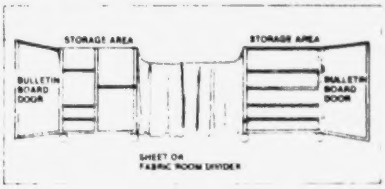
______ Regular schedule for children's transportation arrival and departure are clear and posted.

______ Children have access to and responsibility for materials on open shelves.

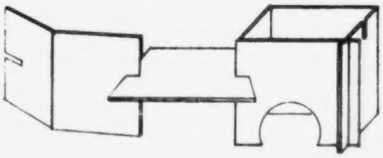
CREATING AN ENVIRONMENT WHEN EVERYTHING MUST BE PUT AWAY AT NIGHT OR ON WEEKENDS

The best efforts at creative environments for school-age activities may need to become invisible at the end of the day, or the end of the week. This may occur because of family needs in a home setting or due to the sharing of center space with a school, church or other facility. The following suggestions may help in easing transitions:

- Furniture, including cabinets, shelving, cubbies, and even couches can be put on wheels for easy rearrangement.
- Cabinets can be creatively designed to serve as combination storage areas, room dividers and bulletin boards.



- Storage cabinets, when closed, can double as screens to separate and protect the child care materials.
- Equipment can be designed to be easily dismantled and reconstructed as needed. Tri-Wall (a sturdy plywood-like cardboard) can be constructed with interlocking sections to create play houses, dramatic play props, temporary tables, benches, and room dividers.



When the activities are in a home equipment and materials can best be stored to accommodate both the children and the family who live there. Which child care materials are shared with the family? Which are off-limits to the family? Storage arrangements define this.

In a center, when other people are sharing the space, they will recognize the nature of the child care setting when they are invited to see how it is used. They can then see the importance of such items as home-like furniture (stuffed chairs, and couches, rugs), and the need for occasional large projects which require space such as club houses, teepees, life size paper mache horses.

It is also possible to shift the focus from the sameness of furniture and play materials to the children themselves:

- Children can help restore and give life to their environment by setting it up afresh and maybe with a new twist.
- If the sameness of room design cannot be assured, then the focus can be on the GROUP. Friends are certainly more important than furniture! The emphasis can be on the feeling of "WE". The "we" feeling is important to achieve. "My bunch of friends and me" is an important feeling to have. "WE'RE going skating tomorrow!" "WE'RE having our pet show today!"

From: Judith Bender et al. Half A Childhood. Nashville, School Age Notes, 1984.

______ Materials and supplies are stored as near to the area of use as possible.

______ Snack and lunch menus are posted.

______ Labels and containers allow children to keep open shelves in order.

______ Caregivers have closed cupboards or closets for storage.

______ Stored toys, games, supplies and equipment are organized and easy to find.

______ Bulletin boards or information centers for communicating with parents are clearly established.

______ Parent information and notices are changed regularly.

______ Regular safety checks of areas and equipment and environment are conducted.

______ Emergency procedures and phone numbers are posted and first aid equipment is readily available.

______ Caregivers and children regularly conduct emergency evacuation drills.

______ Caregivers and children regularly discuss and review safety and health rules.

______ An easy check in and/or check out system is used.

______ If space is shared, some space is clearly designated for the SACC program.

______ Children's work is regularly displayed.

______ Interest/activity areas are clearly defined.

Program Activities and Experiences Should:

1. be based upon both short- and long-term goals.
2. be thematic.
3. tie into school and community activities.
4. place primary emphasis on the social, emotional, physical, cognitive, and recreational skills and less on the academic skills.
5. reflect needs of the different program components; before school, after school, full day, etc.

How To Plan:

- Set program goals first.

- Establish program themes upon which activities may be based. If the theme for September is health and safety, each of the interest areas can tie into that theme.

The Robbinsdale Adventure Club list of Activity/Interest Centers provides a model format for curriculum planning:

Activity/Interest Centers

A. Creative Construction
B. Building and Miniature Material for Imaginative Play
C. Fine Arts
D. Individual Hideaway
E. Puzzle
F. Table Games
G. Science, Math, Social Studies, and Exploration
H. Literature
I. Dramatic Play, Role Playing
J. Health, Safety, and Taking Care of One's Self
K. Active Indoor
L. Active Outdoor
M. Clubs, Organizations, Other Resources
N. Field Trips

See Appendix 11 for detail of equipment and supplies needed.

Scheduling

Based upon the criteria of the school district schedules, establish the SACC program daily schedule with specific time blocks and components. The daily schedules listed below are from the Edgewood Kidstop Program of the Osseo School District.

Kidstop Daily Schedule

6:45-8:00	Play Choice
8:00-8:30	Breakfast
8:30-8:50	Storytime
11:25-11:35	Attendance and Washing Hands
11:35-12:15	Lunch and Bathroom
12:15-1:00	Rest Time
1:00-1:30	Gym/Outside
1:30-2:00	Work Time
2:00-2:30	Free Time
2:30-3:00	Group Time
3:00-3:15	Snack
3:15-3:25	Story
3:25-3:35	School Dismissed
3:35-4:00	Attendance
3:35-4:00	1-4 Graders Snack
4:00-5:00	M-W-F Gym/Outside T-TH Group Activity
5:00-6:00	Free Choice and Clean-up

Schedule for Full Days

6:45-8:00	Arrival and Greeting
8:00-8:30	Breakfast
8:30-9:00	Clean-up and Story
9:00-9:45	Gym or Outside
9:45-10:30	Project
10:30-11:00	Free Time
11:00-12:00	Movie or Story and Fun Sheets
12:00-12:30	Lunch
12:30-1:00	Gym or Outside
1:00-2:00	Quiet Reading and Rest Time
2:00-3:00	Project
3:00-3:15	Snack
3:15-4:00	Movie or Story
4:00-6:00	Play Choice until Departure

The schedule should be posted on-site for parents.

- Weekly Curriculum Plans must be developed. A format that is clear and easy for staff to follow should be available at all times as a point of reference for staff, parent, substitute, or administrator. Generally, a calendar-type format is easiest to use. (See Appendix 19 for a sample.)

- Monthly Schedules that outline general themes, specific field trips, and special activities should be circulated regularly to all program parents. (See appendix 20, for example.) A monthly calendar may accompany the monthly newsletter to parents.

- Planning Time should be designated that is clearly time away from direct service to the children. Planning time is best regularly scheduled, daily and/or weekly and/or monthly.

Understand Program Terms

It is important that staff have a clear understanding of the basic goals of each of the programmatic terms. Some common terms are listed below:

1. Free Play is an overused and often misunderstood term. There must be a limited time period daily in each program component that allows for individual choice and exploration within a structured environment. Free play at the beginning of the before-school program could mean that the quieter interest areas are open for self-directed play with teacher interaction. Free play during the kindergarten component, based upon the same criteria, may involve more teacher interaction as well as control over the areas that are open.

2. Group or Circle Time allows for the entire group and staff to come together at regular intervals. Establishing a scheduled time for group interaction, communication, and support is very important. Group times may be spontaneous as well; perhaps a "crisis" has developed that needs clear direction and understanding by all.

3. Rest or Quiet Time should be provided for children on a daily basis, especially for those who attend the program for five hours or more. Some children will need to sleep while others will merely need to rest. Full day programs in summer may need to schedule rest times more frequently.

4. Sharing/Show and Tell. There should be regularly scheduled opportunities for staff and children to sit quietly and share listening to each other. "Things" do not need to be brought from home. Thoughts, feelings, ideas may be shared in exciting ways.

5. Clubs or Options developed around a specific topic or organized with particular goals in mind are very popular with the school-age child. Children should have an opportunity for input regarding selection, organization, and goals. Programs may also capitalize on community options such as swimming, contracting with specialists, i.e., a dance teacher hired to program three days a week at your center, or plugging into after school community education or park and recreation activities.

6. Media Resources. Television can be a misused part of a SACC environment, however, television can be an appropriate teaching tool with appropriate adult interaction. Children need to become visually literate and know how to interpret and process that which they are exposed to on television. Too often it is used as an adult replacement. Access to various media should be available in various interest or activity areas.

7. Transition Time takes up a significant portion of the SACC program day. Children are continually moving from home to school to SACC and between different activities within programs. As stated clearly in a SACC standards draft: ". . . Transitions are planned as a vehicle for learning." Staff should conduct a variety of smooth and unregimented transitions between activities, knowing the whereabouts of all children at all times. Transitions handled in this manner will not promote conflict among children.

8. Snack, Lunch, Meal Times are also times for learning. Provided that the environment is conducive, group size is considered, procedures and rules are clear, with adult interaction, meal times are very important opportunities for social interaction and learning.

9. Clean Up tends not to appear on daily schedules; nevertheless, it is an integral part of the learning process.

10. Field Trips are a very important and very popular aspect of the SACC programming. The field trip must be very carefully planned, thoroughly coordinated, and evaluated. The Robbinsdale Adventure Club has developed a four-page information and preparation packet for staff regarding field trips (see appendix 22) which details and underscores the importance of such planning. The importance of having a signed permission slip for each child cannot be emphasized enough.

11. Large Muscle, Indoor/Outdoor, or Gym Time is a must. All school age children need large areas of space especially after the school day or during full vacation days. The following is taken from recommended guidelines for after school day care by the New Jersey Department of Human Services on the role of recreational activities:

> "Team sports, games and individual activities which develop strength and coordination are an important component of a school age program. They should not, however, dominate. Staff should base their teaching of these skills on a conscious and clearly

> expressed awareness of how physical activities relate to a center's overall goals for human development. These activities, for example, could be used as vehicles for teaching cooperation, self-confidence, and strategizing skills . . ."

Program Evaluation

There should be regularly scheduled evaluations of the program by staff, parents, and children. This method will insure the ability of the program to capitalize on the interests of the families it serves. Having program evaluation on file also serves as a measure of success, goal setting, overall philosophy, and provides a basis for expansion. (Appendixes 37-40 are examples of program evaluation forms.)

PERSONNEL

At the present time in Minnesota, we know the following about SACC staff:

- They are generally low paid.
- There is no single institution from which a degree as a qualified school age child care professional may be obtained.
- Although there are clear definitions of responsibilities for SACC staff in DHS Rule 3, the actual program terminology and task assignments vary with different SACC administrations.
- Less than 37 percent of SACC staff receive any employment benefits.
- Professional development, training, and career advancement opportunities are extremely limited.
- Actual working hours are often split shifts.
- SACC staff have a wide variety of educational and experience backgrounds.
- SACC staff turnover, particularly with regard to directors and lead teachers, is minimal.
- SACC staff are joining to form coalitions throughout the state.
- Key Minnesota SACC staff have achieved national recognition representing model SACC programs, have written articles in national publications, and have spoken at national conferences.
- Minnesota's Child Care Works, a statewide coalition of over 150 organizations, is the largest state advocacy group in the nation.
- Several SACC programs in Minnesota have been or are working toward being accredited by the National Association for the Education of Young Children, which has a high standard of personnel policies and qualifications.
- 47 percent of SACC programs surveyed in November of 1986 stated a desire to maintain a staff to pupil ratio of 1:10 or less, though the state standard (DHS Rule 3) is 1:15.

Who are school age child care staff? How do I find them? How do I hire them? What do they do? How do I train and evaluate them? How do I pay them?

Regardless of education and experience that staff can bring to a SACC program, it is desirable that caregivers possess personal human qualities fitting them for the work. The authors of Half a Childhood [2] identify those qualities as:

- Knowledgeable

  Well trained and experienced with children and families; soundly trained in child development, family dynamics, activities for children; knowledgeable about community resources and how to work as a team member; able to translate children's need to parents to help them understand their children's behavior.

- Flexible

  Able to allow children to assert their emerging independence; able to change plans with ease; able to relate to a variety of family circumstances.

- Accepting

  Able to accept each child, knowing that what the child is like is a result of all that has happened thus far in his life; able to give warmth and acceptance similar to that in a loving home; remembers childhood feelings of fear, anger, loneliness, adventure or love, and accepts the behavior and language children use to express these feelings; in accepting the child and family (neither blaming nor shaming) is able to work for their happiness, welfare, and rights.

- Optimistic

  Wishes for and strives for what he or she believes is right; knows that positive growth is more likely to occur and be recognized if one expects the best to happen in change of behavior, in signs of developing responsibility and in offers of friendship; uses a consistent positive approach; knows that optimism is contagious and that children sense it in those who care for them.

Classification of Staff Responsibilities

There are four basic classifications for SACC staff. Although the specific job titles may vary from program to program, it is important to understand the responsibilities and competencies of each. The following definitions are adapted from a draft by the standards subcommittee of the Minnesota Community Education Association (MCEA), compiled by Linda Sisson.

Responsibilities

Director is the administrator of the SACC program and is responsible for:

- Fiscal management
- Personnel management
- Supervising the overall program implementation and evaluation
- Compliance of rules and standards
- Reporting to governing board or administration
- The maintenance of records
- Long-range planning
- Providing resources for staff and community

Program Coordinator is the lead teacher who reports to the director and is responsible for:

- Planning and implementing daily program
- The safety, welfare, and guidance of the children
- Supervising and directing support staff
- Communication with parents
- Designing and maintaining the environment

Program Assistant is the assistant teacher who reports to the teacher and is responsible for:

- Assisting the teacher in program planning and implementation and environment
- The safety, welfare, and guidance of the children
- May supervise a group of children with assistance

Program Aide is the aide who reports to the teacher and is responsible for:

- Supervising the children under the direct supervision of a teacher or assistant teacher
- Assisting with the implementation of program plans or environment

These responsibility levels are based upon competencies:

Competencies

Director

- Communication skills
- Human relations skills
- Fiscal management skills
- Understanding of child development
- Knowledge of child care standards
- First aid certification
- Planning and organizing skills
- Supervision skills

Program Coordinator

- Understanding of child development
- Communication skills
- Human relation skills
- Understanding of programming needs for children ages 5-12
- Understanding of child guidance
- First aid certification
- Ability to plan

Program Assistant

- Understanding of child development
- Communication skills
- Human relations skills
- Understanding of child guidance
- First aid certification

Program Aide

- Demonstrated ability to relate well with children
- Demonstrated ability to work well with others
- Communication skills
- First aid knowledge

Substitutes

The continued success of a SACC program is dependent upon quality staff and upon competent substitutes at times when regular staff cannot be present. Programs develop lists of qualified and reliable substitutes interested in being on call through contacts with other community agencies or schools. Substitute positions part time before or after school may be attractive to school district aides or substitutes wanting additional hours. Programs in the Twin Cities may also call upon a professional substitute service called Administrative Associates (see resources in Appendix 5) that recruits and hires professionals interested in the child care field. The company also provides inservice training and career counseling.

Volunteers

Volunteers, although often difficult to find, once located are generally very eager to become involved. Volunteers such as foster grandparents, student interns or student teachers can bring a new energy and perspective to a program. Volunteers should not be considered in the child/staff ratio and should be supervised by professionals. (A form for keeping volunteer skills on file appears in Appendix 35.)

Where and How Are Staff Hired?

Most programs seek staff through advertisements in local newspapers, post openings at local universities, colleges, or vocational institutions, or through local child care resource networks and school districts. Regardless of how positions are advertised, each program must have a hiring procedure in place. The procedure must address the interview process, actual hiring process, program policies, personnel policies, benefits, orientation and evaluation process. Any staff person hired must understand all of the above before reporting to work. Many programs have developed a series of interview questions, a procedure for notifying candidates of the results, and a program staff handbook detailing program and staff policies as well as procedures. (For suggested interview questions, see Appendix 32.) A closely monitored staff orientation or probation period should be established during the first few months of employment.

A short, simple follow-up letter to candidates, especially those not selected, can provide the program with potential substitutes. The site supervisor from Edgewood Kidstop drafted the following letter:

> Dear__________
>
> Thank you for taking the time to interview with us on Friday, May 9. Unfortunately we had only three aide positions to fill, and have offered them to other people.
>
> If you would be interested in being a substitute for Kidstop during the summer, please call and let me know. Thank you again for your time.
>
> Yours Truly,

Staff Development

Project K.I.D.S. of Burnsville has included a "Goals for Teachers" section in their Parent/Child Policies Handbook that presents a model implementation for overall program philosophy:

> Goals for teachers:
>
> To Self:
>
> - To grow professionally.
> - To be enthusiastic.
> - To be progressive.
>
> To Children:
>
> - To build relationships.
> - To meet their needs.
> - To respect them as individuals.
> - To help them build a good self-image.
> - To enjoy being with them.
>
> To Parents:
>
> - To value them and their ideas.
> - To bridge the gap between the home, the school, and the community.
> - To provide good counseling and to plan for the well-being of the child.
>
> To Staff:
>
> - To support them and the program.
> - To share ideas and knowledge.
> - To display professional ethics.
> - To value them and their ideas.

Ongoing opportunities for SACC personnel to continue to develop, refine and expand their talents is a key to programming. SACC providers are required to spend 2 percent of working hours per year in staff development training. While much training can be accomplished using the talents of on-site program staff, at least 50 percent of inservice training should be spent off-site. Inservice training experiences should be well documented and kept on file.

Some local avenues of staff development available in various parts of Minnesota are:

- Classes offered through university branches, vocational institutions, colleges.

- Classes, workshops, and seminars offered through the Greater Minneapolis Day Care Association, Resources for Child Caring, Minnesota Association for the Education of Young Children, the Minnesota Community Education Association, and Early Childhood Family Education. (For contacts, see Appendix 5.)

- Workshops, seminars, and conferences offered by nonprofit agencies: Wilder Foundation, Red Cross, United Way, Girl Scouts, YMCA, YWCA, etc.

- Program Resource Library.
- Subscriptions to professional publications.
- Documented visits to other SACC programs.
- Scheduled and specifically organized internal inservice sessions sponsored by a SACC program itself, beyond daily program planning.
- Scheduled and specifically designed one-on-one meetings with program administrator.
- Preparation and presentation of a workshop by staff as means of professional growth.

Program administrators should become familiar will all support systems available to staff within the community.

Staff Evaluation

Based upon a clear understanding of a job description containing clear and measurable responsibilities, SACC staff must be evaluated at regularly scheduled intervals using written procedures. A performance appraisal is a tool by which staff has an opportunity to set goals, meet standard criteria, and grow in competence. The evaluation process promotes communication among SACC staff that is an important basis for teamwork. (See Appendices 33 and 34 for examples of staff evaluations.)

It is also important that SACC administration provide opportunities for staff to evaluate the program. Staff who have hands-on experience on a daily basis can provide very valuable insights for program improvement. SACC administrators should capitalize on the interests and talents of their staff.

CHILD/STAFF RATIOS

The standard ratio for school age child care in Minnesota has been 1 staff per every 15 children for the 1st through 6th grades and a ratio of 1:10 for the kindergartner. A November 1986 survey by the Minnesota Department of Education (see Appendix 1) disclosed that most programs were maintaining a higher standard ratio and desired to do so.

The ratios recommended for school-age child care programs are much higher (i.e., fewer children per adult) than the ratios found in elementary classrooms. The higher ratio is necessary in the before and after school program because of the nature of activities involved and the developmental needs of children who are in a group setting for extended periods of time. The following chart compares the typical characteristics of the classroom setting and the after school setting.

TYPICAL CLASSROOM PRACTICE	TYPICAL SACC PRACTICE
Activities:	
usually sedentary, quiet activities	variety of activities, active and quiet
Setting:	
usually within familiar setting of the school with strict controls on movement of children within the setting	often in new settings (e.g., on field trips), and in the regular setting allowances are made for more freedom of movement from one area to another
Configurations:	
children in well defined groupings, assigned by the teacher	children in a variety of groupings, or in individual activities of their own choosing
Program Objectives:	
curriculum goals similar for the whole group and are usually predetermined by the teacher	strong emphasis on individual choice of activities based on child's own interests
Developmental Needs:	
role of teacher seen as an instructor	staff are "in loco parentis" and need time to give individual children individual encouragement and support, and to provide an intimate homelike atmosphere

Maintaining an appropriate staff ratio can be considered separately from appropriate group size. There are clear guidelines regarding group size that help to prohibit the potential of the "warehouse" facility. If a program has 3,500 square feet of indoor space, based on licensing standards, 100 children could participate. However, in order to promote and insure the basic SACC goals of "meeting individual developmental needs within an intimate homelike environment," the MCEA draft standards would recommend that the 100 children be divided with appropriate staff into three to four groups.

The draft standards also acknowledge the importance of staff distribution. Thus, draft standards would forbid four staff working directly with children to be all aides, the lowest paid of the SACC staff and least qualified. The staff distribution recommended by the MCEA subcommittee is as follows: the first staff present be the program coordinator; the second, a program aide; the third, a program assistant; and fourth, an aide.

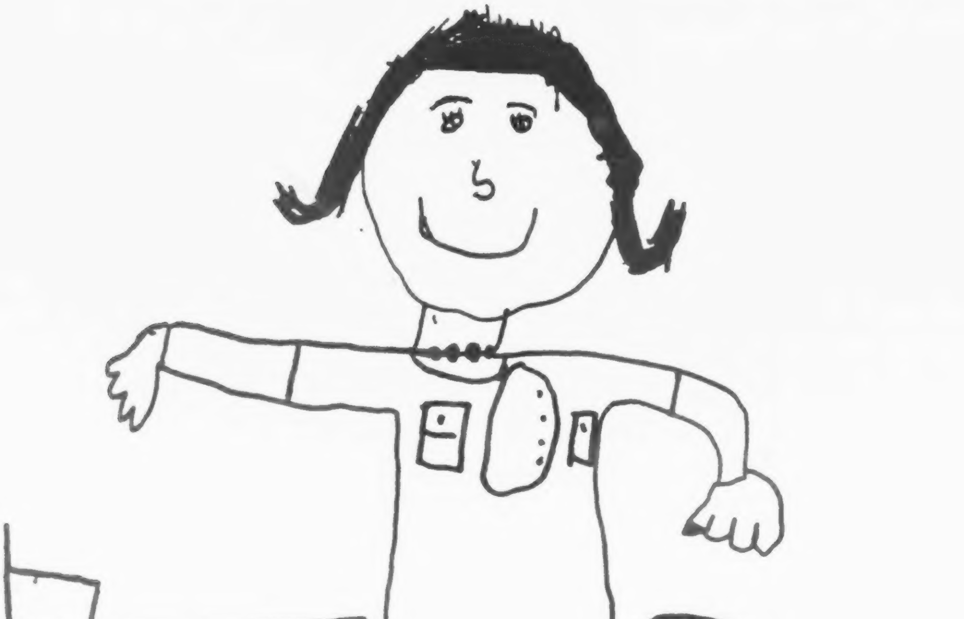
The Staff of the Future

As more school districts provide interest and support for school age child care, the need for staff of an increasing level of sophistication will become ever more apparent. Parents, advocacy groups, and educators will engage in planning, development, and funding for continued staff development. Colleges and universities, resource centers, state and local government, foundations, community institutions, and civic groups may find a role, along with schools and child care centers, in providing solutions.

Minnesota SACC programs are on the threshold of new strides in mainstreaming special needs children in their programs. Special staff will be needed for special children.

Although the staff of an individual SACC program is the heart of that program, policies and procedures must be in place that will ensure that program continuing no matter who the individual staff are. That continuity is strongly related to the continued advancement and professionalization of child care personnel.

What the Research Reveals: A Brief Review of the Literature



Kye
Grade 3
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SECTION VI

WHAT THE RESEARCH REVEALS: A BRIEF REVIEW OF THE LITERATURE

There appears to be little agreement among researchers on the size of the school age population that needs child care or the problems encountered by "latchkey" children who are left in self-care or under the care of siblings.

Part of the difficulty is in the differences in the personal points of views of the researchers reflected in the way they frame and ask the research questions. In many cases researchers talk past each other and do not address the same questions with the same variables in mind.

Among the variables are the age categories of children, the level of responsibility of individual children, attitudes of parents, child care options and other factors. For example, in regard to age categories, terms such as preschool, kindergarten, elementary, intermediate, middle, junior high, early childhood and school age children are elastic in meaning. Because of the use of imprecise categories, comparable data among studies is hard to find.

Even when they are the same age, children vary in regard to levels of maturity, responsibility, feelings of security and development in coping skills. The communities or neighborhoods in which children live will also be a factor determining the need and location of child care.

Parental attitudes regarding children's self-care or sibling care vary greatly. Some parents prepare children for self-care, lay down rules to be followed and maintain telephone contact with their children, feeling comfortable with these arrangements. Others believe it is desirable to maintain direct parental control or find a substitute for that care through adult supervision to protect children and to offer more opportunities for their development.

Finally, what options are available and what trade-offs are necessary to take advantage of these options? There are differences of opinion on whose responsibility it is to provide for the needs of the children who are unsupervised for periods of the day or some days of the week. Schools, families, employers and the community may feel that it is the responsibility of the others to provide the care needed, or they may feel they all share the responsibility.

Thus, the situation of latchkey children is not a one-dimensional problem. So far, few research studies have shown an awareness of all of these variables, much less tried to control for them in the collection and anaysis of data. It is no wonder that the results of surveys or other studies differ from each other in the answers they give; they are responding to different questions for different environments. An attempt will be made, however, to summarize some significant studies that have been done in Minnesota and elsewhere in the nation in terms of the questions they set out to answer and in terms of the variables they considered.

Minnesota Studies

Diane Hedin from the Center for Youth Development and Research of the University of Minnesota conducted a survey to determine the scope of the latchkey phenomenon in the Minneapolis area to learn how children and early adolescents in grades K-8 spend their time after school, and to examine these issues from both the perspectives of parents and students. [25]

Hedin's sample included three school districts in the greater Minneapolis area: Burnsville, Edina and Minneapolis. In these districts a total of 1,212 parents and 1,281 students responded to questionnaires while 40 parents and 800 students participated in related discussion groups. While the samples adequately represented the selected districts, the extent to which the districts represent other parts of the state remains an open question.

The Hedin study found that about half of the children in grades K-3, about two-thirds of the 4-6th graders, and about 80 percent of the 7-8th graders are home alone or with siblings after school for varying numbers of days per week. There was a surprising degree of consensus on the right age for self-care, with both parents and children agreeing that 9 1/2 year olds could be alone for less than two hours a day. For more than two hours, parents favored a slightly older age, 11 1/2 years, than did their children who thought it ought to be 10 1/2 or 11.

Hedin found that a strong majority of the 4-8th graders (80 percent) like being home alone. The only exception to this pattern is among the lowest income, minority, urban elementary children from single parent families, 50 percent of whom said that they did not at all like being home alone. On the other hand, parents are less positive about this practice. Most parents with child care needs in grades 4-8 prefer having their children in an after school program to using self or sibling care. Almost all parents of children in grades K-3 prefer this option.

Patricia Devine-Hawkins' School Age Day Care Study [14] sponsored by the U.S. Office of Human Development Services reported on statewide surveys of child care arrangements among families in Minnesota and Virginia. The survey was designed to provide policy makers at the state level with consumer profiles for urban, suburban, and rural residents with children aged from 5 to 14. These two states were selected for study primarily because of the prevalence of programs for school age children, the urban-rural contrasts that could be made, their female labor force participation rates, and the large number of families with school age children in both states. Overall, the pattern of findings was similar for the two states.

The Devine-Hawkins study found that parents used a wide variety of care arrangements for their school age children. The types of care most frequently used were different for younger than for older school age children. Most families found that their before school arrangements were satisfactory. After school arrangements posed greater concern for most families, particularly for families with parents working full time. School age children in families with all adults working regularly cared for themselves considerably more often than children in families with an adult who is not working. Approximately one-fourth of the school age children of working parents in both states cared for themselves on a regular basis. School based programs accounted for no more than 5 percent of the care arrangements used regularly in both states. (It should be noted, however, that many of the current school based programs in Minnesota were not available in 1983.)

National Studies

The effect of the latchkey situation on children has been a persistent concern of researchers. **Garbarino** [23] found that some of these children feel rejected, but the exact number or proportion adversely affected is not known. He also found that unsupervised children are more likely to be victims of accidents and sexual attacks by siblings and nonparental adults. In another study by **Galambos and Garbarino** [21] the authors noted "Some children will thrive on the opportunity of being a latchkey child, others will just manage to cope, and still others will be harmed."

Long[31] found that many parents using the latchkey arrangement slip into self-care by default. Work demands often find them unprepared to arrange for supervision of their children. At other times they cannot find or afford available child care. Parents then leave the children unattended once, and if no harm is apparently done, they do so again and again. Most rarely start off by putting children in self-care deliberately, the exception being single parents who for economic reasons must put their children in self-care from their first day of employment. Long did not find the entire experience negative; he argued that the older children found that staying home alone was an opportunity they cherished.

Long and Long[32] found that the most serious problems that latchkey children face are psychological. Some children lock themselves in closets or hide under beds until parents or an adult return home. Others drink beer or wine at home. In the absence of adults these children feel very insecure and lonely. The Longs also found that children who were left unattended regularly most days of the week scored higher on a depression scale and could be identified as mildly depressed. Staying at home discourages social interaction between peers, and this results in missed opportunities for social development. The loss of contact with adults was also seen as a missed opportunity for the development of close relationships.

On the other hand, in a study of fourth and seventh graders, **Rodman**, from the University of North Carolina at Greensboro, found no significant differences between the matched pairs of children (296 fourth graders and 236 seventh graders) he studied who were in self-care and those who were supervised by a parent at home. "This suggests that the growing public and professional concern about the negative effects of self-care arrangements is premature and may not be warranted."[38] One limitation of this study is that it included only a few dependent measures of functioning. Rodman observed that many parents prepare their children for self-care, have rules for them to follow, and maintain telephone contact. Rodman's conclusion was similar to that reached by **Vandell**, a psychologist at the University of Texas. In her survey of 349 third graders in a suburban Dallas school district, she found that those children in self-care "appeared to be functioning similarly to those children who returned home to mother."[51]

Is harm being done? It appears that the answer depends on what questions are being asked, who is doing the study, and what variables are being considered. **Lipsitz**, founder of the Center for Early Adolescence at the University of North Carolina at Chapel Hill, takes a middle position. She notes that early adolescence is a pivotal time for development. Youngsters are striving for self-definition and personal competence. Inasmuch as they are vulnerable to negative influences from peers, they are also open to positive influences. The absence of adult supervision could mean vulnerability as well as lost opportunities for development.[29]

Dali[11] believes that care outside of the home could offer latchkey children opportunities for cognitive growth that might not otherwise be provided.

Strother[40] observed that interest groups concerned about children are growing fast. Each advocates its own approach. Daycare specialists advocate the establishment of school based or center based child care programs. Child welfare and child abuse prevention organizations advocate the teaching of survival skills. Women's groups advocate a choice of child care arrangements for working parents.

Stickney[39] found diverse reasons for operating child care programs: custodial, preparing children for school, supplementing school experiences, babysitting, and remedial. He advocated programs which provide children with an opportunity to engage in activities which benefit them emotionally, physically, and educationally.

The House Select Committee on Children, Youth, and Families of the United States Congress released a report in 1984 entitled Families and Child Care: Improving the Options. This report consists of position statements on the need for child care, current arrangements, barriers to before and after school care and the effects of care for school age children.[44]

The Select Committee report concluded by stating:

> Adequate after school care can relieve the distress and loneliness of children who must stay by themselves after school. Such programs provide supervision, offer companionship and provide additional educational activities. Studies have shown that children attending after school programs show marked academic improvements and increased self-esteem. Several witnesses mentioned that with the dramatic increase in single female-headed households, it is beneficial to have male role models for children in after school and other day care programs.
>
> In addition, reliable child care can be relief to working parents who worry about their untended children. It can also reduce work/family conflicts that sometimes occur with latchkey children. And in the most extreme cases, incidents of juvenile crime, sexual abuse of a child left home alone, and accidental injury may be prevented.

Thus, while there are differences among researchers concerning the best approach to take on care for the school age child, public policy groups appear to be in support of providing more options for parents.

As the Wellesley College School Age Child Care Project noted in its 1986 State Initiatives on School-Age Child Care [22] report:

Policy action in school age child care should concentrate on:

- learning about parents' demands for school age child care.
- Increasing the supply of services and remediating or initiating policies in order to reduce barriers to development and delivery.
- Expanding financial support so that more low-income families can use services.

Minnesota Views on School Age Child Care

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SECTION VII

THE DEVELOPMENTAL NEEDS OF SCHOOL-AGE CHILDREN

by
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Minnesota Licensed Consulting Psychologist

Any discussion about school age child care, which of necessity must include the safety and physical well-being of the children, would be incomplete without consideration as to whether their developmental needs are being met. "Latchkey" children who are left unsupervised and alone for extended periods are removed from that mainstream of social interaction during which essential facets of development take place. Joan Lipsitz, founder of the Center for Early Adolescent Development, put it this way: "We cannot guarantee that bad things will happen, but we can argue that good things are not happening."

The years of childhood between the ages of 6 and 12 are relatively quiet as compared with the rapid growth during preschool and the dramatic physical and emotional changes during adolescence. But these years are very important for learning, as this is the period during which a child emerges out of dependence, learns to do many things for himself/herself, acquires social skills to deal with members of the family, peers at play and peers at school, and acquires a variety of competencies for functioning in school, home, and play. These are the prime years for developing friendships with one or a few individuals outside the family.

Erik Erikson described these years as the period of "industry versus inferiority." During this period, three important developmental changes are taking place:

1. Acquiring a sense of industry.

   The child strives to be productive. He/she is going beyond play as an end in itself, and is expressing the desire to do constructive things in school, at play, and at home. The child is interested in learning the rules of structured games, and plays for the purpose of winning. A school age child becomes intensely involved in his/her activities; even learning to play a game is taken on as a serious business. Fun and work become closely associated. Although some work may be frustrating, the introduction of aspects of fun helps to get work accomplished. The child is striving to acquire a sense of being industrious and useful.

   The child's developing body enables him/her to acquire the skills necessary to do things and play, games. Several physical skills are learned in the process of work and/or play, not as ends in themselves, but as part of the process of becoming industrious.

   At school, at home, and in the period between, the child needs opportunities to develop and demonstrate industry as well as to learn the rules and skills of games, and perhaps some of the rules of life in relating to other people. In the process of doing things and playing games, a child learns how to get along with age-mates, particularly those outside the family. He/she learns about approval and disapproval, and learns to make choices about behaviors which will bring approval. Social skills and ways of relating to others are learned incidentally in working and playing with others.

In the process of playing and doing things with others, a child acquires a sense of morality in terms of what is good and bad, and what is fair and unfair. To a large extent, the child places the peer group at the center rather than himself/herself, a movement which necessitates working for the group in order to get something from it. This is the beginning of social interdependence.

2. Developing a sense of competence.

Following the urge to be productive, children in this period strive to develop and demonstrate competence. Children not only want to do things and play games, they want to do them well. They strive to learn the physical skills necessary to do things as well as the rules and techniques of games which will enable them to win.

During this period children learn appropriate masculine and feminine roles. While there is no sex difference in physical activity during this period, there is increasing differentiation in social behavior. Appropriateness of dress becomes important; both boys and girls like to be either masculine or feminine in appearance. Boys generally stick to other boys for companionship, and girls seek the company of other girls. These behaviors are part of the process of gender identification, and will give way to interest in the opposite sex during adolescence.

3. Fending off a sense of inferiority.

At this stage children are concerned about how they compare with others in their ability to do things. It is devastating to them if they are doing less well, and if they are considered inferior. Unless appropriate opportunities are available for continuous and corrective developmental activities, there is a danger that the seeds of inadequacy and inferiority could be planted. Children need opportunities to experience success and to be recognized by others for doing things successfully.

In the process of striving for oneself and interacting with others, important attitudes and values are developed. Image of oneself and others, attitudes toward self, family and others, and a value system are developed.

Attitudes and values developed in the context of the family are now challenged, modified, or expanded. While winning is important, children need to learn that cheating to win is not fair. They also need to learn how to behave as a winner or a loser. Attitudes towards institutions such as home, school, and family are developed during this quiet period of middle childhood.

It is presumed that the accomplishment of these developmental tasks will take place in an environment where basic physical needs are being met, and children feel physically and emotionally secure. If children are hungry, if they are physically abused, if they fear for their safety, or if they are not sure about personal attachments, there is little hope that the developmental tasks appropriate for this age will be satisfactorily accomplished. The satisfaction of these basic needs is necessary for the satisfactory accomplishment of other developmental tasks.

Significant adult interaction early on will give children a healthy momentum as they approach opportunities for independence.

In summary, children at this stage are trying to make a place for themselves among their peers and in the view of their teachers, parents, and adults in their life. They love to do things, to experiment, and to demonstrate competence. They develop friendships. If their life experiences are such that opportunities for the full accomplishment of these tasks are lacking, a variety of developmental problems could begin to emerge. Some forms in which these problems could be expressed are emotional disturbance, bad eating habits, experimental use of alcohol and other drugs, hyperactive and/or destructive behaviors, disliking learning, and failing in school work. Small problems at an early stage, if not successfully resolved, grow into developmental disorders at later stages and produce "learners at risk."

Suggested Readings:

Dinkmeyer, Don C. Child Development, Englewood Cliffs, NJ: Prentice Hall, 1965

Havighurst, Robert J. Human Development and Education, New York: David McKay, 1953

Schell, Robert E. and Hall, Elizabeth. Developmental Psychology Today, New York: Random House, 1975

DEVELOPING AN EXCITING AND CREATIVE CURRICULUM FOR SACC PROGRAMS

by

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Program Director, Adventure Club
Robbinsdale Area Schools

Developing exciting places for children to spend their time in a SACC program takes thoughtful planning of the environment, selection of equipment and supplies, and preparation of staff.

Since school age children spend close to 80 percent of their waking hours out of school, a lot of learning and skill development can take place in a well designed program. Those who have worked with children know that children are learning all the time, so it's critical that staff members ensure that the time spent is a positive experience.

THE CURRICULUM ENCOURAGES CHILDREN TO BE ACTIVELY INVOLVED IN PROCESS.

The curriculum for a program includes planned activities as well as schedule, availability of materials, transitions between activities as well as routine tasks of living. Children learn through a variety of experiences and through active manipulation of the environment and concrete experiences. In short, kids learn by doing.

Staff members need to respect age differences in a SACC program and plan a variety of developmentally appropriate learning activities for kids to select. Staff members are the most critical component in developing quality programs. They need to offer choices, be available to guide and encourage, and step back when not needed.

STAFF MEMBERS NEED TO BE GUIDES ON THE SIDE, NOT THE SAGE ON THE STAGE.

The following curriculum guidelines were developed by a task force of SACC providers.

SCHOOL AGE CHILD CARE PROGRAMS SHOULD PLACE PRIMARY EMPHASIS ON THE DEVELOPMENT OF SOCIAL, EMOTIONAL, PHYSICAL, COGNITIVE, AND RECREATIONAL SKILLS AND LESS EMPHASIS ON ACADEMIC SKILLS.

Curriculum for school age children should be based on the following developmental stages:

- Acquiring a sense of industry, production, and completion of tasks
- Developing a sense of competence in controlling the physical environment; having a wide variety of opportunities to develop a full range of competencies; and being successful
- Mastering a variety of human interactions; comparing self with peers, being the interactor in social situations, not just an observer
- Developing responsibility for one's own actions, setting limits, respecting rights and property of others, forming friendships, and using community resources responsibly

The environment developed for the school age child must meet a wide range of interest and developmental levels. A wide variety of activity or interest centers and program activities should be available for children to try on or select on a daily basis.

The following list of activity or interest centers encourages and supports self-initiated learning experiences for school age children. The amount of equipment must be suitable to the ages and skill levels of the children.

Activity or Interest Center	Rationale and Examples
Creative Construction	Rationale: Children need opportunities for non-directed, creative activities that fulfill a sense of industry to be able to make something that can be taken home or used. Examples: Make it, take it, construction out of recyclable materials like cardboard tubes, cloth, paper, tape, wire, etc. Woodworking needle crafts, paper crafts, and cooking
Building and Miniature Material for Imaginative Play	Rationale: Children need opportunity to build and manipulate a variety of materias to create miniature environments for imaginative play. Space should be provided for uninterrupted construction that can be left for a period of time or from day to day. Examples: Building with Legos, unit blocks, tinker toys, and a wide variety of props or accessories
Fine Arts	Rationale: Children need a variety of opportunities to observe and experience the performing arts Examples: Drama, puppetry, dance, music, graphic arts, easel arts, sculpting, etc.
Individual Hideaway	Rationale: Because children have been with a group a major portion of their day, provision for privacy through arranging small, quiet areas that are inviting to children is essential. Children often seek time to be alone to rest, reflect, read, do homework. Examples: Loft, quiet pillows, corner, large boxes

Activity or Interest Center	Rationale and Examples
Puzzle	Rationale: A variety of puzzles can be auto-educative tools for trial and error construction.
	Examples: A variety of puzzles and problem-solving situations
Table Games	Rationale: A variety of board and cognitive games help develop problem solving, strategy setting, peer cooperation and competition, direction following.
	Examples: Table games, chess, checkers, board games, tournaments
Science, Math, Social Studies, and Exploration	Rationale: Centers should be set up where children can experiment, investigate, and explore on a non-threatening, creative, problem-solving basis.
	Examples: Experiments, math and science games, small motors to take apart and investigate, computers
Literature	Rationale: A space in which it is comfortable and inviting to explore a variety of written material can enhance children's interest and enjoyment of reading as a leisure activity.
	Examples: Individual browsing, stories read by older children, tapes of stories made. Trips to libraries
Dramatic Play, Role Playing	Rationale: A variety of props set the stage and allow children to "try on" a variety of occupations, roles, and experiences of the real world. 7's and 8's are at the peak of interest in dramatic play, make believe, and adventure.
	Examples: Props can be made available on a routine basis or as a special event, e.g., set up a bakery after a field trip to the bakery or school kitchen. Props to set up such areas as: office, bakery, fix-it shop, travel bureau, dentist, shoe shop, hat shop, home, hospital, plumber
Health, Safety, and Taking Care of One's Self	Rationale: School age children need to learn independent skills. They are frequently home alone without adult supervision or adult resources.
	Examples: Basic first aid, fire prevention, safe bike operation, how to care for bikes, how to use telephone effectively, babysitting, nutrition, personal hygiene, caring for yourself

Activity or Interest Center	Rationale and Examples
Active Indoor	Rationale: Children need to have a variety of activities that allow them to move around, "let off steam." If a gym is not available, other space needs to be provided for moderately active games. Children need opportunities to build skills in interaction with peers and adults, group dynamics, coordination, score keeping, and physical fitness. Examples: Low organized games, tag, dodgeball, leapfrog, 4 square, red rover, etc.; contests, section off areas for individual activities. Resources: athletes, specialists, rope jumper. Clubs: tumbling, bowling, fooz ball, etc.
Active Outdoor	Rationale: Children need the opportunity to learn to enjoy a variety of leisure time activities out of doors. Because of the variety of resources available to different sites, each individual program needs to capitalize on its own individual resources to introduce children to the most accessible activities. Examples: A variety of durable equipment needs to be available for kids to explore: balls, sleds, frisbees, skates, jump ropes, etc.
Clubs, Organizations, and Other Resources	Rationale: To further the growth of independence and responsibility in school-age children, children should be encouraged to participate in supervised activities offered by other youth serving agencies. Children should be supervised in making a transition between one program and another. Examples: Boy and Girl Scouts; Campfire; 4-H; religious groups; chess club; team sports; intermural sports; music lessons; parks and recreation activities, e.g., cheerleading, magic classes, bowling, drawing, sports, dance, theater groups, etc.
Field Trips	Rationale: School age children have a particular interest in exploring the world around them and local field trips are an effective way of utilizing this interest. Especially on nonschool days children should have the opportunity to go out into the broader community. Examples: Nature centers, parks, zoos, theaters, swimming pools, ice and roller rinks, community centers, humane societies, libraries, science and art museums, historical sites, cultural events, health facilities

THE ROLE OF EMPLOYERS IN SCHOOL AGE CHILD CARE

by
Tom Copeland
Director of Consumer Services
Resources for Child Caring, St. Paul

The productivity of working parents is directly affected by the availability and quality of programs for their school age children. The rise in the number of working women, single parent families, and dual career families has increased the need for school age programs and increased the stress on parents when these programs are not available.

Working parents lose productivity when trying to manage a job and a school age child under the following circumstances:

1. A school age program is needed when work hours do not match normal school hours. Finding programs that will take children a few hours in the morning or afternoon is not always easy. Time off work usually must be taken to interview each program director.

2. Finding care for school holidays and summers can also mean loss of work time to find a new arrangement or to stay home to provide care.

3. Parents often receive phone calls when their children return home from school and check in to tell their parents they are okay. Parents lose work time when they talk to their children on the phone and they lose productivity when they worry about waiting for the call to come.

4. If a school age child gets sick, most school age programs cannot care for them. The parent is called at work and usually must leave early to be with the sick child.

5. Parents who leave their school age children alone or with a brother or sister often worry about the safety of their children. This worry produces stress on the job.

6. When problems develop with children without adult supervision, the parent must often leave work early to deal with it.

7. School conferences and programs can cause parents to miss work. In a recent national study, this was the third most frequently cited work problem among women and the most frequent problem cited by men.

8. Many parents would like to have a different child care arrangement for their school age child, but don't because of the cost of care and transportation problems. Parents who aren't happy with their child care arrangements experience guilt and stress on the job when their children remain home alone without adult supervision.

In January 1986, the St. Paul Area Chamber of Commerce established a two-year Child Care Task Force to increase the availability of quality child care in the St. Paul area. Resources for Child Caring was hired as a consultant to the Task Force. The Task Force focused on four areas: sick child care, school age care, family daycare and daycare centers. In the fall of 1986 the School Age Subcommittee obtained the cooperation of the St. Paul Public Schools, the Minneapolis/St. Paul Public Schools, the Minneapolis/St. Paul Archdiocese and the City of St. Paul

Human Services Initiative in distributing a survey to over 7,000 parents in St. Paul. Using this data and survey information on the 1,180 school age programs in the county, the subcommittee prepared a detailed report on who cares for school age children and where additional programs are needed.

The report showed that school age children are cared for in Ramsey County in the following ways:

45%	with parent
20%	with brother, sister or other relative
13%	self-care
8%	with friends or neighbor
4%	other
5%	licensed family daycare home
3%	public and nonpublic school sponsored program
2%	licensed private daycare center
100%	

According to the parent survey, one-half of all parents using care by a brother, sister, or other relative and those using self-care would prefer that their children were using a form of organized, adult supervised care, particularly public school sponsored programs. This finding suggests that not enough adult supervised care is available. The survey data on adult supervised programs show an enrollment rate of over 75 percent. Clearly, parents who are unhappy with their current arrangements and can't find a program experience high levels of guilt and stress on the job.

Employers can help solve the problem of an inadequate supply of adult supervised care in a number of ways. There is no one best way of addressing this problem as the needs of individual parents, children, and the employer vary. Employers should consider which method is most appropriate for them.

1. Informal arrangements: Many stresses related to being a parent of a school-age child can be eased if the employer is open to individual flexible solutions. Part-time work, job sharing, flexible hours, and personnel policies that allow parents to schedule their time more freely all can help.

2. Resource center: Employers can provide readily available information about community resources for school aged children, such as phone help lines, Girl Scout or other school age activities and programs, summer camps, written materials about survival skills for children left alone, etc.

3. Information and referral: Employers can support the child care information and referral service in their area that helps parents find an appropriate provider.

4. Internal education: Many employers do not know the extent to which their employees experience problems related to school age care. Employers can conduct internal needs assessments to more precisely identify this need by means of written surveys, random questionnaires, focus groups, etc. Trainers can conduct noontime parent education programs to help employees cope with these concerns.

5. Start-up assistance: Employers can help new school age programs get established by providing start-up financing with charitable dollars. Employers may want to look especially at programs that are located near their offices, are used by their own employees, or serve primarily low-income children.

6. In-kind contributions: school age programs, old and new, can use help from employers in many ways: supplies, volunteer help of all kinds, scholarships, publicity, staff training, etc. Ask the local school age program what kind of assistance they could use the most.

7. Needs assessment: Employers might also want to conduct a needs assessment for school age care in their own community in cooperation with a community agency.

The methods used to gather data for the St. Paul Area Chamber of Commerce report are fairly simple and can be readily duplicated in other parts of the state. The Chamber report is available for $10.00 from their office at 600 North Central Tower, 445 Minnesota Street, St. Paul, MN 55101. Their phone number is (612) 223-5000.

PROGRAMS AND SERVICES TO SUPPORT THE CHILD IN SELF-CARE

by
Diane Hedin
Center for Youth Development and Research
University of Minnesota

The child who is too old for daycare but too young to be on his or her own is a challenge to the school age child care system. The most typical solution is for that child to be home alone or with his/her brothers or sisters. At least, that is what we conclude from a recent survey of children and their families in Hennepin County, Minnesota. We found that two-thirds of 4-6th graders were not supervised by adults after school. According to children, about 35 percent of them are usually (3-5 days per week) home alone or with a sibling after school, while another 30 percent are sometimes (1-2 days per week) in self or sibling care. The rates of self-care are even higher for junior high students, with about 80 percent without adult supervision after school. Nearly half of them are usually alone (3-5 days per week) and another 30 percent sometimes alone (1-2 days per week).

It appears that early adolescents who believe they have outgrown school age child care programs can be very persuasive in convincing their parents to allow them to be on their own since parents were less comfortable with this arrangement than were their children. About 20 percent of parents said they would like to reduce the amount of time their children are unsupervised. One of the ways that parents cope with their ambivalence toward their children being home alone is through setting clear rules and guidelines. In our study, we found that almost all children and early adolescents had been given a list of rules to follow such as calling parents at specified times, what to say to strangers, instructions on how to use home appliances, telephone numbers for emergencies, etc.

The young people were for the most part satisfied with their current arrangements with approximately 75 percent of 4-6th graders and 85 percent of 7-8th graders indicating that they liked or loved being home alone. The only exception to this pattern is among the lowest income, minority, urban elementary children from single parent families, where nearly 50 percent said they "did not at all like" being home alone.

Yet despite these children's general pattern of satisfaction and comfort with self-care, a significant number of older elementary students in grades 4-6 would like more information and skills for taking care of themselves. Elementary students (35 percent) were far more interested in such education than were junior high students (14 percent). Older elementary school girls (41 percent) were more likely to want to learn about skills for coping with being alone than were boys (28 percent).

Their parents strongly endorse the need for more education for self-care. More than 75 percent of the parents of children in the elementary grades (K-6) want their children to learn this content. Parents of urban junior high children (58 percent) were far more interested than were suburban parents (22 percent).

Thus, the fact that there are very large numbers of early adolescents who are unsupervised by adults after school combined with the desire by both children and their parents for more education regarding being home alone, leads one to conclude that such programs are necessary. While there are purists who argue that offering such educational programs will only increase the number of children left on their own, such arguments are not convincing. They ignore the facts as they are, that most early adolescents are already home alone. Further, they seem to suggest that information about coping more adequately and independently is dangerous and should be withheld from the young. I believe that information, skills, and education are always useful, and particularly when it comes to helping one become more resourceful, self-disciplined, and responsible.

There are a variety of programs and services that have been designed to provide education, support, information, and skills to the child who is home alone without adult supervision. They can be grouped in the following categories:

A. Hotlines or "warmlines."

Many communities have telephone services that provide support, referrals, and reassurance to children home alone. Most after school phone-in services are not intended as a crisis line or counseling service, but rather as a "friend-in-need" outreach service. Children are encouraged to call if they are frightened or lonely or just need to talk when they are home alone and the parent is not available. They are often staffed by volunteers who are available to answer questions, provide empathic listening, give information to children who call--much the same role that a good at-home parent would fulfill.

B. Courses for children to learn skills in self-care.

Campfire, Inc. started one of the first programs to help children cope with being home alone. Girl Scouts and Boys Scouts also have such a curriculum. They typically cover the following kinds of issues: dealing with emergencies, how to deal with strangers at your door or on the phone, fixing nutritious snacks in a safe manner, home safety, protecting oneself against physical and sexual abuse and kidnapping, etc.

Less typical is the program directed at both the "latchkey" parent and child. The Minneapolis Chapter of the American Red Cross has just developed the Home Safe Program, to help families decide whether self-care is appropriate. Parents learn how to set and monitor self-care rules and how to help older siblings care for their younger brothers and sisters. The educational program for the child is quite similar to the programs described above, but also has a focus on parent-child communication.

C. Special events for the "latchkey" child (not regular ongoing after school care).

The Greater Minneapolis Girl Scout Council, in cooperation with the Boy Scout Viking Council, has been experimenting with a pilot program on school release days. The children are picked up at their parent's place of employment and have a full day of outdoor activities, crafts, and other Scout programming. A new concept, called the "conference troop" is also being piloted. The girls in this Girl Scout troop will be contacted daily by their leader and once every two weeks they will "meet" via conference call. Each girl receives a workbook containing activities that all members do in their own homes.

Some public libraries have developed special programs to serve the child who is without adult supervision after school. A public library in Greenville County, South Carolina, has a two-part program--one focus is to help children become more self-sufficient by providing books, films, and other resource materials to community centers where young people congregate and the second is to provide special programs at the library for children after school. Some libraries offer special events, puppet shows, films, etc., during the summer for all school-age children, and many of those who take advantage of these events are those who are home alone.

Other cultural and public institutions, such as museums, zoos, art institutes also provide special programs, particularly during the summer, for the school-age child. Some have become more sensitive to the latchkey phenomenon and have programmed specifically for this child.

DEVELOPMENTAL NOTES

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
FOR OLDER (PRE-ADOLESCENT) KIDS

OLDER KIDS: THEIR OWN PLACE

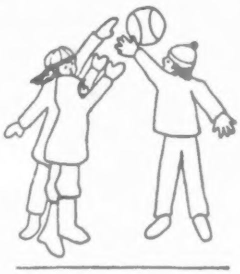
by Linda Sisson

When children are nine or so, they enjoy a much wider "range" in their own neighborhoods being allowed to go greater distances, selecting their playmates from a wider neighborhood, and being allowed more freedom to play without direct adult supervision. By the time children are in fourth grade, many of them have been in a school-age child care program for over four years. Most have been in child care much longer than that. These kids need to be allowed much more flexibility, more opportunities for privacy, and access to age-appropriate activities.

The environment sets the tone for your whole program. How well you utilize the space available to you can make the difference between kids who feel they are being "incarcerated" and kids who enjoy all the opportunities that being in a good school-age program can provide.

ELEMENTS YOU NEED FOR AN OLDER KIDS ENVIRONMENT:

ACTIVE PLAY AREA FOR ORGANIZED SPORTS. Indoors, the ideal is a gym; an open space outdoors serves well in good weather.



A MESSY AREA WITH LOTS OF STORAGE SHELVES FOR ARTS AND CRAFTS. Kids this age love to create their own constructions out of JUNK. The trick is having a space where the junk can be stored and messy projects can be tolerated. They also enjoy crafts such as stencil painting, mosaics, weaving, macrame, that are much more difficult than those the primary children can handle. Don't forget to give these kids opportunity to use very basic (and often stress-reducing) plastic materials like playdough, glurch, and clay, and expressive art media like water colors and easel paints.

A COMFORTABLE LOUNGE OR GAME ROOM. Couches, pillows, chairs, card tables for games and puzzles, plants, bumper pool, foosball, PETS, a STEREO, carpeting. "Dry" arts and crafts such as pencils, markers, knitting, crochet, lanyard, weaving, etc. fit well in this relaxed atmosphere.

A QUIET PLACE FOR READING AND DOING HOMEWORK. Good lighting, sound absorbing carpeting, book shelves and some individual tables or desks. Maps and reference books (dictionary, encyclopedias) come in handy in this space. This is where kids could also use a computer or two!

A PLACE TO COOK. This "kitchen" can double as a science lab!

STORAGE, STORAGE, STORAGE. You can never have enough of this! You need to have a good supply of easy access to: athletic equipment, arts and crafts supplies, snack foods and ingredients for cooking, games, puzzles, and books.

A COMMUNICATION CENTER FOR KIDS AND FOR PARENTS. A very current and zippy bulletin board, a message box for staff, mail pouches for parents, etc. This is where we have parents sign kids in and out, where we have the kids indicate their whereabouts by putting a tag in their parents' mail pouch (the tag says "Front Lawn", "Concord Gym", "Study Room", "Lounge", etc.).

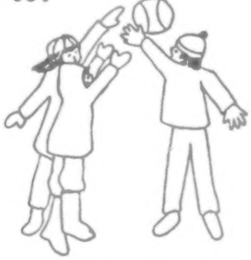
THE WHOLE COMMUNITY! Kids this age are very mobile, so you can branch out into the community much more easily. As I'm writing this article on a Christmas vacation day, our "Wise Guys" (kids in grades 4-6) are at a local pancake house (about a mile away) where they walked to have an "all you can eat" pancake breakfast together.

OLDER KIDS (con't. from p.28)

After reading this list of "musts" no doubt most of you are saying, "Yeah, that would be great, but we just don't have all that space." The total square footage you need depends of course on the number of children in your intermediate program, but any environment for any sized group needs to have all elements above. Focus on the GOAL and not the obstacles you face in making your environment appropriate for older kids.

Here are a few ideas that might help you generate solutions and overcome the obstacles:

For ACTIVE PLAY: since our program is in Minnesota, this is a big one for us! We do not have access to a gym in our building so we: 1. have outdoor play all year (-20 is our limit!) and 2. we use a gym in an elementary school two blocks away. We have two way Motorola radios so that the staff can communicate even at great distances. That means we can let kids go back and forth between the two buildings if need to.



FOR STORAGE: get someone who is remodelling their kitchen to donate their old cupboards to you. The drawers and cabinets are great for all kinds of storage. Organize a parent crew to build shelves for storage. This can be a great way to improve parent/staff communication, and get parents more commited to the program, as well as a relatively inexpensive way to get storage shelves.

FOR A "KITCHEN": again, old kitchen cupboards, an old refrigerator, a hot plate, electric skillet, and a small convection oven (if you don't have a regular stove). A sink in this area is ideal, but you can carry in buckets of water if there's no plumbing (it helps to have a "clean" water bucket and a "dirty" water bucket.)

FOR A "STUDY HALL": if you don't have a separate space for homework, perhaps you can designate a specific time when your room is quiet to allow kids to do homework (such as 5:00 to 5:45 pm), read or play games like chess that require a lot of concentration.

THE "LOUNGE": this is the heart of the environment for older kids. When I asked some of our "Wise Guys" what three things they'd save from their lounge if there was a fire, four out six named their pet mouse Dixie and the stereo. The Bumper pool table and couch each got two votes and three of the kids mentioned table games (the good ones of course!). A program near us got some old resturants booths for an area where the kids can "hang out".

If you have only a few older children in your program and are not able to design a separate environment for them, it is still important for them to have privileges distinctly different from the younger kids (such as the ability to go outside and play in a designated area without an adult). They also must have some space, no matter how small, that is theirs, and enough advanced games and crafts to keep them challenged.

NOTA BENE: With increased privileges and mobility, it is important that the older kids know clearly what their limits are. We give our "Wise Guys" a map that defines their "turf", and clearly indicates what areas are "off limits".

Linda Sisson is Director of the Edina Kids Club in Edina, MN

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Carmela
Grade 3
Neveln School

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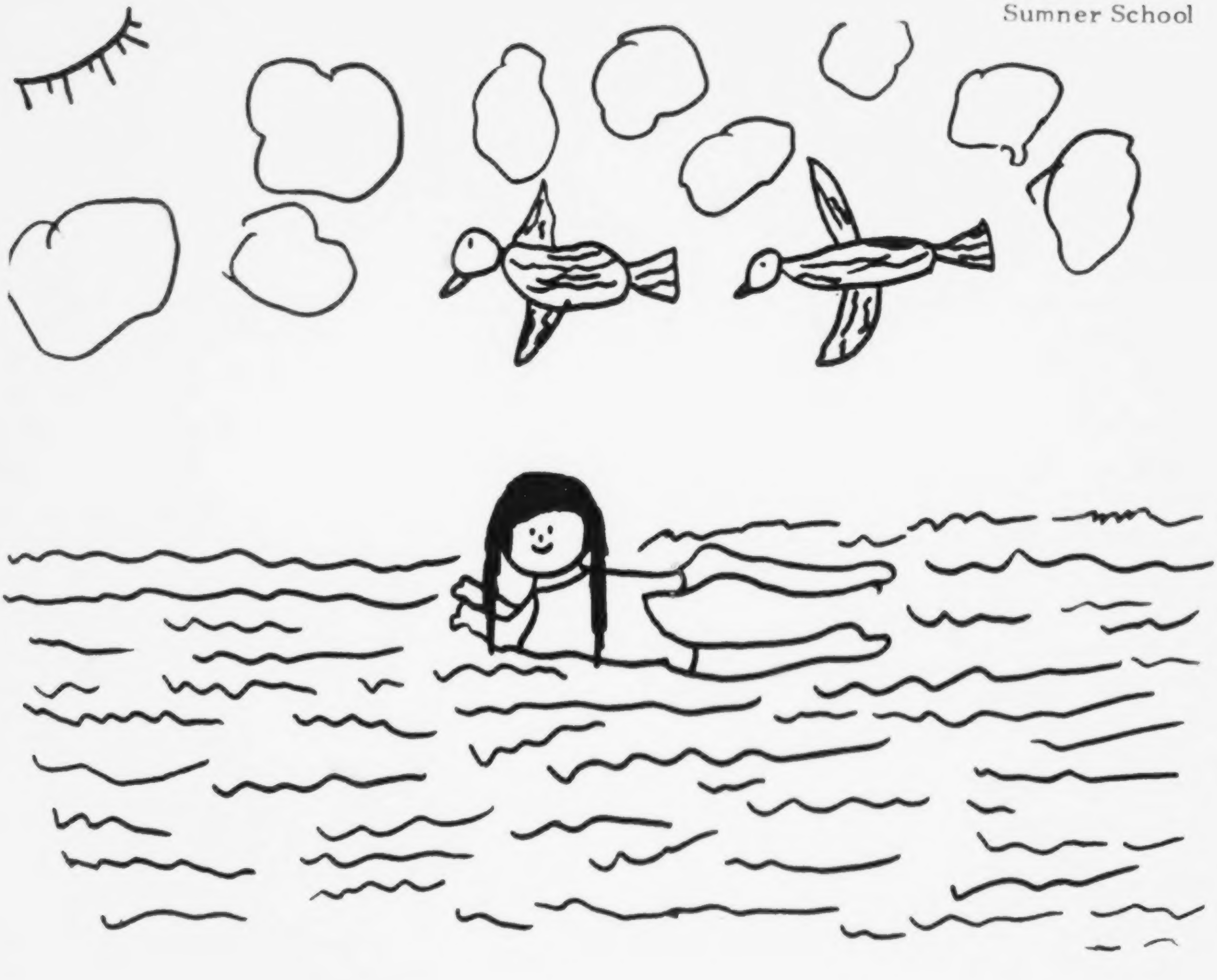
Appendix

Amber
Grade 4
Sumner School



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Name of Program and Location ______________________________

Name of person completing form ______________________________

Address ______________________________

Phone # ( ) ______________

SCHOOL AGE CHILD CARE SURVEY

FOR AREAS WITH SCHOOL AGE CHILD CARE PROGRAMS ALREADY IN OPERATION.

1. How long have you had a school age child care program?

2. Who is in charge of administering the program: e.g., the school itself, a parents' group, outside agency?

3. What times do the programs cover (please check)

____ before school ____ after school ____ holidays ____school year vacations

kindergarten ___a.m. ___p.m. ____ summer

4. Approximately how many children are served? (_____weekly _____yearly)

5. What is your estimate of the number of children who are not being served but would like the service? ________________

Do you know why these children are not being served (financial reasons, space, etc.)

6. What age groups of children are being served? ages __________

7. How are the programs funded?

8. If parent fees are involved, what are the fee schedules?

- Are fees paid in advance?
- Are billing statements or contracts used?
- What type of fee subsidies, if any, are available for your parents?

(over)

9. Is there a partnership with other agencies or groups? (Please describe their involvement)

10. What is your current staff-child ratio?

    What is a desirable ratio?

11. Do you utilize volunteers in the program?

    If yes, please describe the type of volunteers--older students, senior citizens, adults in community, parents.

12. How are parents involved in the program? For example, on advisory councils, in parenting programs, etc.?

13. How are children transported from school to your program?

    How is it paid for?

14. How are your staff hired?

    Are there benefits for full time staff?
    If so, what?

    Are staff unionized?

    What is starting hourly pay for "director" "teacher" "aide"?

15. Does your program provide care for "special needs" children (i.e., developmental delays, handicaps)?

16. Please indicate any obstacles or concerns your program faces.

17. What is particularly unique or outstanding about your program?

18. Do you know of any other existing resources in your community for school age outreach before and after school? Please check.

____ phone-a-friend
____ family child care
____ center child care
____ YMCA/YWCA-Boys/Girls Clubs
____ public school programs
____ park and recreation programs
____ 4H/girl scouts/cub scouts
____ foundation funded homes
____ corporate funded/based centers
____ other - please indicate
____

19. PLEASE ENCLOSE ANY BROCHURES OR WRITTEN MATERIALS ABOUT YOUR PROGRAM THAT MIGHT BE HELPFUL FOR OTHERS INTERESTED IN STARTING UP SCHOOL AGE CHILD CARE PROGRAMS.

20. Please indicate the basic curriculum/program philosophy at your center(s):

____ recreational

____ enrichment

____ both of the above

____ other

PLEASE RETURN TO MARY JO RICHARDSON AND CATHARINE CUDDEBACK, MINNESOTA DEPARTMENT OF EDUCATION, 906 CAPITOL SQUARE BUILDING, 550 CEDAR STREET, ST. PAUL, MN 55101 RETURN BY NOVEMBER 17, 1986

Thanks so much for your cooperation!

****

If your school would like to receive a copy of the results of the survey, please indicate below.

Please send a copy of the results of the survey to:

Name: Address:

COMMUNITY EDUCATION SURVEYS
(Public School Districts - 40 surveys returned)

1. Length of time program has been in operation:

1 year or less	9
2 years	10
3 years	2
4 years	3
5 years	4
6 years	5
7 years	2
8 years	1
9 years	0
10 years	2
11 years	0
12 years	2

2. Number of children served per week - 6,500

3. Ages of children served by program:

K-3rd grade	1
K-4th grade	6
K-5th grade	8
K-6th grade	25

(4 year olds included in 2 programs)

4. Pay Scale:

	Hourly Wage Statewide	Metro Average	Range
Directors	$8.63	$9.07	$5.00-$12.00
Teachers	6.15	6.55	4.50- 9.50
Aides	4.52	4.76	3.35- 7.46

5. Staff Benefits and Unionization

If a district named any staff benefits at all they were counted.

Staff Benefits	State Total	Metro	Greater MN
Yes	24	19	5
No	14	4	10
Unionized Staff			
Yes	3	3	0
No	36	21	15

COMMUNITY EDUCATION SURVEYS (contd.)

6. Obstacles:

Space Problems	27
Finances (start-up cost or other)	10
Low Salaries and/or Lack of Benefits	9
Lack Board Support	2
Transportation	2
Custodians Objections	1
Lack Staff Development	1

(Multiple answers so more than 40 total)

7. Special Needs:

Include Special Needs Children - 6 yes, but limited numbers, when possible; others said yes, but no requests at this time.

8. Funding:

All the programs are funded by parent fees; in addition, some are subsidized by churches, United Way, donations, or fund raisers. Some indicated scholarships and Title XX funds for children from low income families.

9. Components Offered:

	State Total	Metro	Greater MN
Before school	34	25	9
After school	40	24	16
Kindergarten (before and/or after)	20*	17	3
Full day and vacation	30	23	7
Summer	22	16	6

*One program offers 1/2 extended day program as part of the kindergarten day, making it a full-day program.

COMMUNITY EDUCATION SURVEYS (contd.)

10. Administrative Structure:

	State Total	Metro	Greater MN
Run by Community Education	29	17	12
Run in schools by private agency	5	2	3
Partnership with Community Education and private agency	4	2	2
Elementary Education Division	1	1	0
Run by Community Education with strong parent advisory council	1	1	0

11. Staff:Child Ratios: Ratios here reflect present and desirable status assuming that these reflect K-6. Most maintain ratio of 1:10 with just kindergarteners. One metro district follows: 1:10 for kindergarten; 1:12 for grades 1-3; and 1:15 for grades 4-6.

Present Ratio	State Total	Metro	Greater MN
1:5	1	0	1
1:7	2	0	2
1:8	2	0	2
1:10	12	7	5
1:11	1	1	0
1:12	9	7	2
1:13	1	1	0
1:15	11	9	2

Desirable Ratio	State Total	Metro	Greater MN
1:7	2	1	1
1:8	2	0	2
1:10	13	6	7
1:12	12	9	3
1:13	1	1	0
1:15	5	4	1
1:17	1	0	1

COMMUNITY EDUCATION SURVEYS (contd.)

12. Transportation

In several cases where district busing was used and at a direct cost to the parents, districts also followed the 1 mile rule which denied many children the possibility of being bussed from school to a child care site.

		State Total	Metro	Greater MN
1.	School district transports with no direct charge to program	14	10	4
2.	School district transports and charges the program a fee	13	8	5
3.	None is needed (i.e., program is offered in same school)	7	3	4
4.	None offered	3	1	2

13. Curriculum

Basic curriculum/program philosophy (others included social and emotional).

	State Total
Enrichment	0
Recreational	7
Both the above	33
Plus others	2

14. Fees

Some programs charge hourly, some daily, some weekly and some monthly fees. It is very difficult to determine state or even metro averages. Even programs that have the same type of charge may have correspondingly different hours. Please keep this in mind when reading this information.

Out of 40 returned surveys, 37 community education districts responded regarding fees. Twenty-three were metro, 14 were greater Minnesota. Some of these programs, although housed in community education buildings, are run by private agencies.

COMMUNITY EDUCATION SURVEYS (contd.)

Average Fees in Community Education School Age Child Care (SACC) Programs

		State	Metro	Greater MN
1.	Before school (weekly)	$13.48	$16.46	$10.50
2.	After school (weekly)	17.96	18.60	17.31
3.	Kindergarten (weekly) (approx. 9-12, or 12-3)	25.54	27.32	23.75
4.	Full day (vacation, school recess, etc.)	11.51	12.65	10.37
5.	Hourly charge (those that charge hourly)	1.47	1.71	1.23
6.	Registration fee (17 responded as having registration fees)	15.88	--	--

PRIVATE AND NONPUBLIC SURVEYS
(24 surveys returned)

1. Length of time program has been in operation:

1 year or less	14
2 years	1
3 years	1
4 years	1
5 years	1
6 years	0
7 years	0
8 years	0
9 years	0
10 years	1
11 years	0
12 years	2

2. Number of children served per week - about 550

3. Ages of children served:

K-only	5
K-3rd	3
K-4th	4
K-5th	3
K-6th	7
Jr. High	2

(4 year olds included in one of above programs - 5)

4. Pay Scale:

Directors	$6.88 Average	Range:	$6.00-$8.00 per hour
Teachers	$5.87 Average	Range:	$5.00-$7.50 per hour
Aides	$4.14 Average	Range:	$3.35-$5.25 per hour

(Term not necessarily equivalant to that used in public school programs)

5. Staff Benefits and Unionization:

Staff Benefits	State Total	Metro	Greater MN
Yes	13	11	2
No	9	7	2
Unionized Staff			
Yes	1	1	0
No	23	17	6

PRIVATE AND NONPUBLIC SURVEYS (contd.)

6. Obstacles:

Space	6
Finances	5
Fluctuating enrollment	4
Low pay or turnover of staff	2
Transportation	1
State guidelines (uncertainty)	1

7. Include Special Needs Children:

24 yes with qualifiers: limited numbers, when possible, when appropriate.

8. Funding:

All the programs were supported by parent fees; in addition, some had community education support, United Way support, grants, or donations. Some indicated scholarships or Title XX money or sliding fee scale funds were available for children from low income families.

9. Components Offered:

	State Total	Metro	Greater MN
Before school	12	10	2
After school	20	16	4
Kindergarten (before and/or after)	18*	15	3
Full day and vacation	8	7	1
Summer	6	5	1

*Two programs offer all-day kindergarten

10. Administrative Structure:

Run by the school itself	16
Run by the church/school	4
Run by a nonprofit community service agency	3

PRIVATE AND NONPUBLIC SURVEYS (contd.)

11. Staff: Child Ratios

Present Ratio	State Total	Metro	Greater MN
1:4	1	1	0
1:5	3	2	1
1:6	1	1	0
1:7	1	1	0
1:8	1	1	0
1:9	1	1	0
1:10	6	5	1
1:13	2	2	0
1:15	3	2	1
1:20	2	0	2
1:25	1	1	0

Desirable Ratio	State Total	Metro	Greater MN
1:4	1	1	0
1:5	2	2	0
1:6	1	1	0
1:7	1	1	0
1:8	2	1	1
1:9	1	1	0
1:10	5	4	1
1:15	6	5	1
1:20	2	0	2
1:25	1	1	0

12. Transportation

Most programs rely on transportation only for special activities because they are located in the school.

		State Total	Metro	Greater MN
1.	None needed (program offered in same school child attends)	11	11	0
2.	School district busses with no direct charge to program	8	6	2
3.	Busses/vans contracted by the school	2	2	0
4.	Parent transports child after school to child care	1	1	0
5.	Public school and county special education busses and funding are used	1	1	0

PRIVATE AND NONPUBLIC SURVEYS (contd.)

13. Curriculum

Basic curriculum/program philosophy (others include Christian, spiritual, homework help, self-esteem and sensitivity, fine arts, fine and gross motor)

	State Total
Enrichment	1
Recreational	2
Both the Above	18
Plus Others	10

14. Fees

Fee information was obtained from 8 metropolitan and 3 greater Minnesota schools only. Because fees were often a part of yearly tuition, or due to parish/community subsidy, or all-day kindergarten, average amounts were unobtainable. Below is the best reflection which could be compiled.

Average Fees		Average	Average	Average
1.	Before school (weekly)	--	$16.08	--
2.	After school (weekly)	--	23.13	--
3.	Full Day (vacation, summer, etc.)	--	13.40	--
4.	Hourly Charge (for those that charge by the hour)	$1.84	2.00	$1.67

PRIVATE LICENSED CHILD CARE CENTERS
and Nonprofit Agencies with School Age Child Care Programs-Surveys
(66 Surveys Returned)

1. Length of time program has been in operation:

1 year or less	13
2 years	4
3 years	4
4 years	4
5 years	13
6 years	6
7 years	3
8 years	1
9 years	3
10 years	6
11 years	0
12 years	7

2. Number of children served by programs - 2,100

3. Ages of children served by programs:

K only	4
K-3rd grade	11
K-4th grade	9
K-5th grade	7
K-6th grade	35

4. Pay Scale:

	Hourly Wage Statewide Average	Metro Average	Range
Directors	$7.60	$7.85	$4.00-$12.00+
Teachers	5.57	6.08	3.85- 25.00+
Aides	3.98	4.08	3.35- 5.79

5. Staff Benefits and Unionization

If any benefits were listed, the program was counted as a "yes." Keep in mind that often there will be no benefits for part-time staff and in some cases only directors receive benefits. Some staff were self-employed and there was a situation where director and teacher are partners. Unique "fringes" noted were: profit sharing, dental insurance, child care and bonus.

PRIVATE LICENSED CENTERS AND AGENCIES (contd.)

Staff Benefits	State Total	Metro	Greater MN
Yes	47	35	12
No	12	4	8
Unionized Staff			
Yes	1	1	0
No	58	38	20

6. **Obstacles:**

Financing	12
Space or equipment	10
Marketing/competition	10
Transportation	9
Low salaries; finding/ keeping qualified staff	8
Insurance	4
School age not compatible with pre-school	3
Licensing requirements	1

7. **Include Special Needs Children:**

Forty-four yes with qualifiers: if needs can be met; with mild developmental delays; limited; could but none enrolled.

8. **Funding:**

All the programs are supported by parent fees; most mentioned Title XX for low income families; some scholarships and fund raising; nonprofits reported United Way funds, contributions, grants.

PRIVATE LICENSED CENTERS AND AGENCIES (contd.)

9. Components Offered:

	State Total	Metro	Greater MN
Before school	60	41	19
After school	63	43	20
Kindergarten (approx. 9-12 or 12-3)	57	37	20
Full day or vacation	56	39	17
Summer	59	39	20

One greater Minnesota program is open until midnight for swing shifts. One metro program is open evenings and weekends and is drop in. A few offer summer only, and one center offers a "Mothers Day Out" - 2 days a week program.

10. Administrative Structure:

Due to the wide variety of ownership, there may be overlap in structure, i.e., a privately owned center may have listed a board of directors as administrators. Tally was according to the actual response(s) given by those surveyed.

Private Center/Board of Directors	23
Nonprofit Community Agency (such as YMCA, Children's Home Society, etc.)	14
Privately owned by individual	9
Private, nonprofit	3
Partnership	2
Parent Cooperative	1
Corporate (run for employees)	1
Foundation	1
Parent Board of Directors	1
Health Care Center (nursing home)	1

PRIVATE LICENSED CENTERS AND AGENCIES (contd.)

11. Staff:Child Ratios: Ratios reflect both desirable and present status assuming the children are K-6. Some programs with high present ratios (1:5, 1:7) reflected the total number of children presently enrolled.

Present Ratio	State Total	Metro	Greater MN
1:7	2	1	1
1:8	1	0	1
1:9	1	0	1
1:10	33	25	8
1:12	6	5	1
1:13	2	1	1
1:14	2	2	0
1:15	16	9	7

Desirable Ratio	State Total	Metro	Greater MN
1:5	1	0	1
1:6	1	1	0
1:7	2	1	1
1:8	1	0	1
1:10	37	27	10
1:12	6	5	1
1:13	2	1	1
1:15	13	7	6
1:17	1	1	0

12. Transportation

	State Total	Metro	Greater MN
1. School district busses at no direct charge to program	31	20	11
2. Vans and busses are used. A transportation fee is charged to parents	12	8	4
3. None needed	6	6	0
4. School district charges a fee if child lives outside "busing zone"	5	1	4
5. Parent's responsibility	3	2	1
6. City busses paid for by city and/or parent	2	2	0
7. Bus is a financial partnership between center and school district	1	0	1
8. Volunteer service of staff	1	1	0

PRIVATE LICENSED CENTERS AND AGENCIES (contd.)

13. Curriculum

Basic curriculum/program philosophy (others include cognitive, socio-emotional, self-esteem, discovery oriented, nurturing, intergenerational, day camp).

	State Total
Enrichment	5
Recreational	4
Both the above	47
Plus others	9

14. Fees

Average Fees in Private Licensed School Age Child Care Programs

		State	Metro	Greater MN
1.	Before school (weekly)	--	$18.29	Only 2 responses
2.	After school (weekly)	--	18.96	Only 2 responses
3.	Full day (vacation, summer, etc.)	$13.28	14.63	$12.20
4.	Hourly rate (those that charge hourly)	1.88	2.05	1.61
5.	Registration fee (13 responded as having registration fees.)	16.92	--	--

APPENDIX 2

ENROLLMENT FIGURES

SCHOOL AGE CHILDREN-KINDERGARTEN-6TH GRADE

MINNESOTA PUBLIC SCHOOLS

1. Actual Statewide Enrollment
1985-86 (December 1986)

Kindergarten	58,093
1st grade	56,069
2nd grade	51,975
3rd grade	50,021
4th grade	47,725
5th grade	48,326
6th grade	47,251
TOTAL	**359,460**

2. Enrollment by Region
(October 1, 1985)

Region	Kdgn.	1st	2nd	3rd	4th	5th	6th
1	2,759	2,559	2,435	2,344	2,240	2,330	2,191
3	4,556	4,523	4,310	4,257	4,102	4,077	4,133
4	2,929	2,663	2,583	2,373	2,316	2,341	2,279
5	2,126	2,061	1,915	1,916	1,770	1,693	1,692
6	4,737	4,260	4,034	3,894	3,631	3,799	3,624
7	5,966	5,307	5,004	4,788	4,475	4,559	4,481
9	3,240	2,718	2,660	2,544	2,331	2,421	2,301
10	5,815	5,627	5,070	4,937	4,896	4,764	4,693
11	27,060	26,097	23,981	22,845	21,963	22,281	21,888

APPENDIX 2

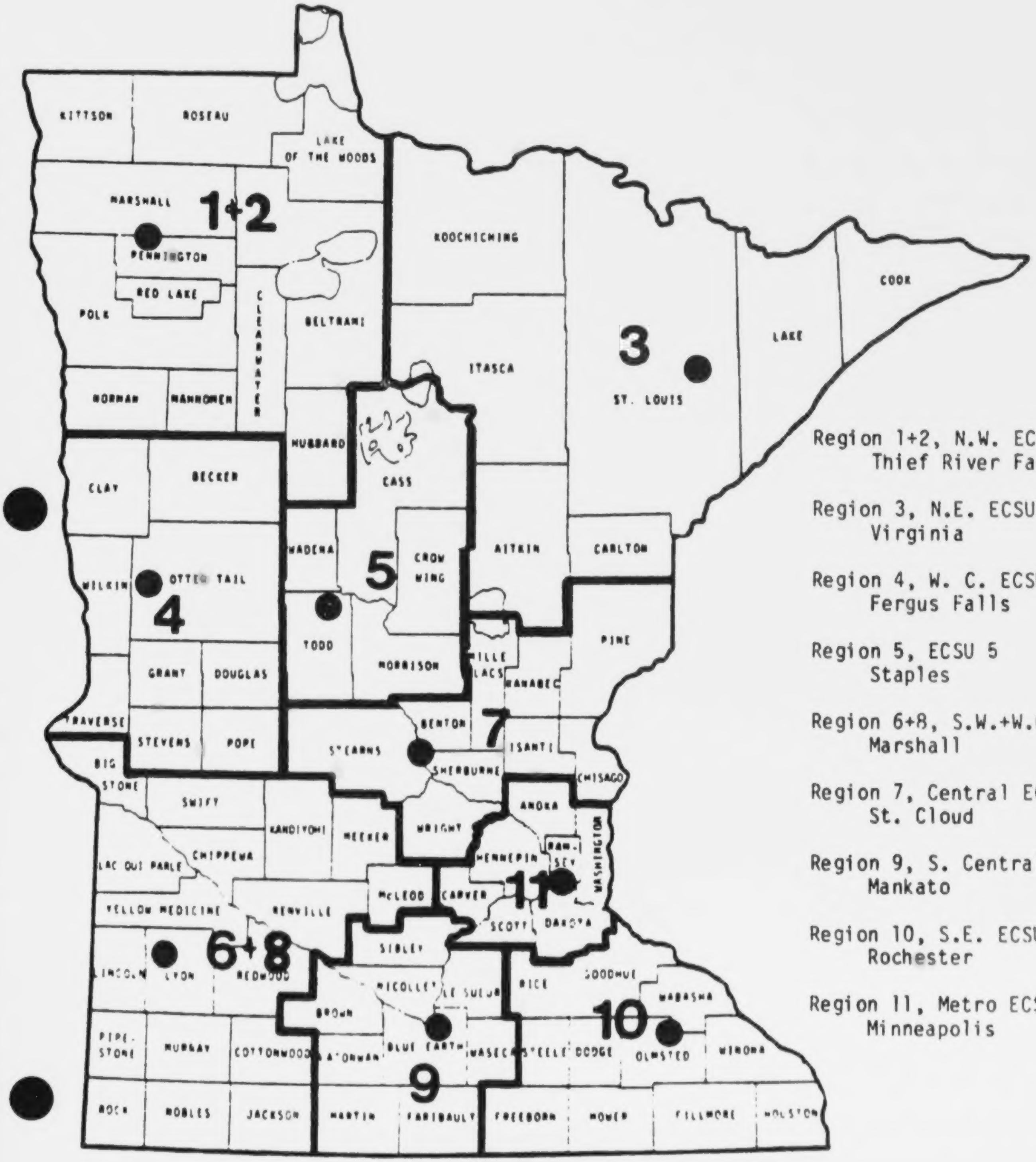
ENROLLMENT FIGURES

Minnesota Nonpublic Schools
1985-86 Enrollment Figures

K-6	60,064
Kindergarten	9,112
First Grade	9,660
Second Grade	9,184
Third Grade	8,665
Fourth Grade	8,080
Fifth Grade	8,011
Sixth Grade	7,352

APPENDIX 3

State Map with State Development Regions, ECSU Boundaries and ECSU Office Locations


KITTSON
ROSEAU
LAKE OF THE WOODS
MARSHALL
1+2
PENNINGTON
RED LAKE
POLK
CLEARWATER
BELTRAMI
KOOCHICHING
COOK
LAKE
3
ITASCA
ST. LOUIS
NORMAN
MAHNOMEN
HUBBARD
CASS
CLAY
BECKER
WADENA
CROW WING
AITKIN
CARLTON
5
WILKIN
OTTER TAIL
4
TODD
PINE
MORRISON
MILLE LACS
KANABEC
GRANT
DOUGLAS
TRAVERSE
STEVENS
POPE
BENTON
7
STEARNS
ISANTI
BIG STONE
SHERBURNE
CHISAGO
SWIFT
KANDIYOHI
MEEKER
WRIGHT
ANOKA
CHIPPEWA
HENNEPIN
RAMSEY
WASHINGTON
LAC QUI PARLE
11
McLEOD
CARVER
YELLOW MEDICINE
RENVILLE
SCOTT
DAKOTA
SIBLEY
6+8
LINCOLN
LYON
REDWOOD
NICOLLET
LE SUEUR
RICE
GOODHUE
WABASHA
BROWN
10
PIPESTONE
MURRAY
COTTONWOOD
WATONWAN
BLUE EARTH
WASECA
STEELE
DODGE
OLMSTED
WINONA
9
ROCK
NOBLES
JACKSON
MARTIN
FARIBAULT
FREEBORN
MOWER
FILLMORE
HOUSTON

Region 1+2, N.W. ECSU
Thief River Falls

Region 3, N.E. ECSU
Virginia

Region 4, W. C. ECSU
Fergus Falls

Region 5, ECSU 5
Staples

Region 6+8, S.W.+W.C. ECSU
Marshall

Region 7, Central ECSU
St. Cloud

Region 9, S. Central ECSU
Mankato

Region 10, S.E. ECSU
Rochester

Region 11, Metro ECSU
Minneapolis

SCHOOL-AGE CHILD CARE PROGRAMS IN MINNESOTA

COMMUNITY EDUCATION

School District	County	Name of Program	Phone Number
Region 1 & 2			
Bemidji	Beltrami	Extended Day Child Care	218/751-2160
East Grand Forks	Polk	East Grand Forks Community Education	218/773-3494
Thief River Falls	Pennington	"Kids" After School Day Care	218/681-2700
Region 3			
Cloquet	Carlton	ISD #94 Latch Key	218/879-4077
Duluth	St. Louis	Kid Connection/Latch Key	218/628-1039
Hermantown	St. Louis	Hermantown Latch Key	218/729-9313
Region 5			
Long Prairie	Todd	After School Club	612/732-2194
Region 6 & 8			
Jackson	Jackson	Little Tech Center (Jackson AVTI)	507/847-3320
Willmar	Kandiyohi	Willmar Comm. Ed. Child Care	612/231-1100
Region 7			
Buffalo	Wright	Second Generation	612/682-5200 x112
Milaca	Mille Lacs	Latch Key	612/983-2121
North Branch	Chisago	North Branch Community Education	612/674-7001
Sauk Centre	Stearns	Kid Konnection	612/352-6521
St. Joseph	Stearns	St. Joe Lab School	612/363-7769
St. Cloud	Benton-Sherburne-Stearns	Kidstop	612/251-1733

COMMUNITY EDUCATION

School District	County	Name of Program	Phone Number
Region 9			
Waseca	Waseca	Extended Day	507/835-5626
Region 10			
Austin	Mower	Kids Korner - Shaw Elementary	507/433-0499
Rochester	Olmsted	School Age Day Care	507/287-2179
Stewartville	Olmsted	Tiger Time	507/533-4261
Winona	Winona	Key Kids - Winona	507/454-5165
Region 10-11			
Northfield	Rice-Dakota	After School Un-Ltd	507/645-8114
Region 11			
Anoka Hennepin	Anoka	Adventure Plus - Anoka Hennepin Dist. 11	612/422-5319
Brooklyn Park	Hennepin	Kidstop	612/566-6988
Burnsville	Dakota	ISD 191 Project Kids	612/887-7214
Columbia Heights	Anoka	Adventure Club	612/788-1697
Eden Prairie	Hennepin	YMCA - School's Out	612/835-2567
Edina	Hennepin	Edina Kids Club	612/929-3431
Fridley	Anoka	Fridley Latch Key	612/571-6000 x222
Hopkins	Hennepin	Hopkins Kids and Company	612/933-9280
Inver Grove	Dakota	Latch Key	612/457-7240
Minneapolis	Hennepin	Minneapolis Kids	612/348-6031
Minnetonka	Hennepin	Minnetonka Explorers Club	612/474-5401
North St. Paul-Maplewood-Oakdale	Ramsey	Stepping Stone Program	612/770-4744
Osseo	Hennepin	Cedar Island Kidstop	612/424-5370

COMMUNITY EDUCATION

School District	County	Name of Program	Phone Number
Region 11 (Cont.)			
Osseo	Hennepin	Zanewood Kidstop	612/566-6988
Osseo	Hennepin	Rice Lake Kidstop	612/420-4198
Richfield	Hennepin	Richfield - Fun Club	612/866-6400
Robbinsdale	Hennepin	Adventure Club	612/546-7126
Roseville	Ramsey	Roseville Area Schools Extended Day	612/633-8150 x327
Shakopee	Scott	Kids' Company	612/445-2742
South St. Paul	Dakota	Latch Key, Lincoln Center	612/457-9493
South Washington Cty.	Washington	Extended Day	612/738-7384
Spring Lake Park	Anoka-Ramsey	Kids Club Latch Key	612/786-5570 x197
St. Anthony	Hennepin-Ramsey	Extended Day	612/781-5021
St. Paul	Ramsey	St. Paul Discovery Club (formerly Extended Day)	612/293-5275
St. Louis Park	Hennepin	Park Superkids	612/925-0604
Stillwater	Washington	Warm World Child Development Afton Lakeland Center	612/439-5160 x225
Waconia	Carver	Kids' Company	612/442-5211
Wayzata	Hennepin	Wayzata Home Base	612/475-4553
West St. Paul	Dakota	Extended Day	612/681-2389

SCHOOL-AGE CHILD CARE PROGRAMS IN MINNESOTA

PRIVATE & NON PUBLIC SCHOOLS

City	County	Name of Program	Phone Number
Region 3			
Duluth	St. Louis	St. Michael's School Latch Key	218/525-1931
Region 5			
Little Falls	Morrison	St. Francis Christian Development Center	612/632-2921
Little Falls	Morrison	Little Falls Community Latch Key Program	612/632-3617
Region 9			
Fairmont	Martin	All Day Kindergarten	507/235-5304
Region 10			
Winona	Winona	St. Martin's Lutheran Day School	507/452-6056
Region 11			
Burnsville	Dakota	Berean Education Center	612/432-3799
Excelsior	Hennepin	Our Saviors Latch Key	612/474-9710
Maplewood	Ramsey	St. Jerome's Extended Day Care	612/774-0167
Maplewood	Ramsey	Presentation Childhood Learning Center	612/770-3093
Minneapolis	Hennepin	Breck School	612/377-5000
Minneapolis	Hennepin	Annunciation School	612/823-4394
Minneapolis	Hennepin	Holy Rosary School Latch Key	612/724-9347
Minneapolis	Hennepin	Little Haven School	612/378-0080
Minneapolis	Hennepin	Mpls. Jewish Day School - Extended Day	612/935-0316 x22
Minneapolis	Hennepin	Whitbeck Nursery School	612/861-1688
New Brighton	Ramsey	International School of Minnesota	612/631-1938
Robbinsdale	Hennepin	First Congregational Day Care	612/537-6965
Richfield	Hennepin	St. Peter's School	612/869-5200

PRIVATE & NON PUBLIC SCHOOLS

City	County	Name of Program	Phone Number
Region 11 (Cont.)			
Roseville	Ramsey	King of Kings Lutheran School	612/484-9206
St. Paul	Ramsey	Creative Play	612/698-8807
St. Paul	Ramsey	Extended Day Program-SPASS Lower School	612/228-1110
St. Paul	Ramsey	Sandcastle Child Care	612/293-9112
St. Paul	Ramsey	St. Luke's Extended Day	612/224-4836
St. Paul	Ramsey	St. Andrew's Extended Day Activities Program	612/448-0211
St. Paul	Ramsey	St. Bernard's Grade School Latch Key Program	612/489-8086

SCHOOL-AGE CHILD CARE PROGRAMS IN MINNESOTA

LICENSED DAY CARE CENTERS--SCHOOL AGE CHILDREN INCLUDED

City	County	Name of Program	Phone Number
Region 1 & 2			
Ada	Norman	Norman County Child Care Center Inc.	218/784-7767
Red Lake Falls	Red Lake	Red Lake Falls Children's Center, Inc.	218/253-4496
Thief River Falls	Pennington	Discovery Place	218/681-5202
Region 3			
Eveleth	St. Louis	Arrowhead Children's Center	218/744-5767
Hibbing	St. Louis	Kiddy Karousel Schoolies Program	218/263-7450
Region 4			
Alexandria	Douglas	Young People's Place	612/762-0623
Detroit Lakes	Becker	Children of the Lakes	218/847-2364
Fargo-Moorhead	Clay	YMCA Child Care Center	701/293-9622
Region 5			
Brainerd	Crow Wing	The Children's House	218/829-2167
Brainerd	Crow Wing	Rainbow Day Care Center	218/829-7823
Region 6 & 8			
Jackson	Jackson	Jackson Childrens Center	507/847-3320 x210
Marshall	Lyon	Care-A-Lot Children's Center	507/532-5649
Montevideo	Chippewa	Kinder Kare, Inc.	612/269-9359
Region 7			
Annandale	Wright	Alphabet Soup Child Development Center	612/274-2183
Buffalo	Wright	Generations Day Care	612/682-3612
Cambridge	Isanti	Carousel Day Care	612/689-3915
Pine City	Pine	Lakeside Children's Center	612/629-2542 x44
St. Cloud	Benton-Sherburne-Stearns	Swanson's North	612/251-4175

LICENSED DAY CARE CENTERS--SCHOOL AGE CHILDREN INCLUDED

City	County	Name of Program	Phone Number
Region 9			
Mankato	Blue Earth-Nicollet	Golden Heart Child Care Center	507/625-1454
Mankato	Blue Earth-Nicollet	YWCA Latch Key	507/345-4629
Region 10			
Eyota	Olmsted	Eyota Cherub Center	507/545-2336
Faribault	Rice	A Childs Delight, Inc.	507/334-9243
Rochester	Olmsted	Civic League Day Nursery	507/282-5368
Rochester	Olmsted	Learning Tree	507/282-5676
Rochester	Olmsted	Y'd Experience-Rochester Area Family Y	507/287-2260
Region 11			
Anoka	Anoka	Northern Lights School, Latch Key	612/421-0653
Bloomington	Hennepin	W. Bloomington Learning Tree	612/941-9196
Bloomington	Hennepin	Bloomington Child Development Association	612/888-3000
Bloomington	Hennepin	Daybridge Learning Center	612/944-8042
Bloomington	Hennepin	Kinder Care Learning Center, Inc.	612/835-1995
Bloomington	Hennepin	International Montessori Academy, Inc. & ABC Montessori School, Inc.	612/881-4547
Brooklyn Center	Hennepin	Little Friends Day Care Center	612/561-8192
Chaska	Carver	Lady Bug Child Care Center, Inc.	612/448-4511
Crystal	Hennepin	Crystal - NH Montessori	612/535-4439
Excelsior	Hennepin	St. John's Early Childhood Education Center	612/474-8287
Fridley	Anoka	Rainbow School and Child Care Center	612/571-7521
Hastings	Dakota-Washington	Stepping Stone Day Care Center	612/437-2281

LICENSED DAY CARE CENTERS--SCHOOL AGE CHILDREN INCLUDED

City	County	Name of Program	Phone Number
Region 11 (Cont.)			
Inver Grove Heights	Dakota	Mt. Bethel Day Care	612/455-8415
Maple Grove	Hennepin	Children's Learning Center	612/420-4110
Maplewood	Ramsey	Kids Kingdom	612/770-5477
Minneapolis	Hennepin	Glendale School Age Program	612/331-9060
Minneapolis	Hennepin	Especially for Children	612/824-6137
Minneapolis	Hennepin	Mrs. Liiste's Montessori Schools, Inc.	612/888-5707
Minneapolis	Hennepin	NE Child Development Program	612/781-6011
Minneapolis	Hennepin	Children's Home Society, Cedar-Riverside	612/338-2066
Minneapolis	Hennepin	Bethlehem Child Care Center	612/721-5768
Minneapolis	Hennepin	YWCA Minneapolis	612/332-0501
Mounds View	Ramsey	Sunrise Christian Day Care Center	612/780-9516
Newport	Washington	Red Apple Day Care Center	612/458-0427
North Oaks	Ramsey	Kinder-Care	612/482-9598
North St. Paul	Ramsey	Carol Matheys Memorial Center	612/777-6668
Roseville	Ramsey	Learning Tree - Roseville	612/631-0735
Shoreview	Ramsey	Kids' Kottage	612/483-0849
St. Paul	Ramsey	Children's Home Society - Highwood Hills	612/738-8905
St. Paul	Ramsey	Community Child Care Center	612/645-8958
St. Paul	Ramsey	MacDonald Montessori Child Care	612/227-1039
St. Paul	Ramsey	Eastside YMCA Child Care	612/771-8881
St. Paul	Ramsey	Wilder Thos./Dale Day Care Center	612/642-4090
St. Paul	Ramsey	Neighborhood House Currie Child Care	612/227-9291
St. Paul	Ramsey	First Trinity Creative Child Care	612/644-6377

LICENSED DAY CARE CENTERS--SCHOOL AGE CHILDREN INCLUDED

City	County	Name of Program	Phone Number
Region 11 (Cont.)			
St. Paul	Ramsey	St. Paul Childhood Center	612/224-4749
St. Paul Park	Washington	St. Matthias - St. Paul Park	612/459-5141
Shoreview	Ramsey	Shoreview Learning Tree	612/482-7689
Stillwater	Washington	St. Croix Day Care	612/439-3616
Waconia	Carver	Childrens World	612/442-4400
Wayzata	Hennepin	Deephaven Learning Center	612/473-6149
White Bear Lake	Ramsey	Sunrise Day Care Center	612/770-7761
White Bear Lake	Ramsey	N.E. YMCA Children's Centers	612/777-8103
Woodbury	Washington	Woodbury Day Care	612/739-9408

MINNESOTA DEPARTMENT OF JOBS TRAINING CONTRACTS FOR INFORMATION AND REFERRAL SYSTEMS FOR CHILD CARE

The following contracts have been awarded to the recipients identified:

1. Otter Tail County Social Services, Fergus Falls, MN: $ 6,038.00

   Purpose: To develop a computerized child care information and referral system that will provide up to date information on the child care services available and provide access to the system at locations throughout the county.

2. Community Action Council, Burnsville, MN: $ 4,900.00

   Purpose: To upgrade the existing computerized child care information and referral service available through the Community Action Council. Design will allow for continuous addition of data and upgrading of the system.

3. Resources for Child Caring, Inc., St. Paul, MN: $18,787.00

   Purpose: To incorporate the Washington County Child Care Referral Service into the existing computerized Ramsey County System. The contract includes promotion and evaluation of the system.

4. Southern Minnesota Inter-Library Exchange (SMILE): $15,000.00

   Purpose: To conduct a survey of providers of child care services and to develop a resource file for the nine-county area. The contract includes answering questions and providing information as requested. (This is not a computerized system.)

While computerization appears to be desirable for dealing with large amounts of information and large numbers of requests in large districts, it is not a necessary feature. Award No. 4 is an example of a manual system designed to handle fewer resources for a smaller population.

APPENDIX 5

MINNESOTA RESOURCES

Administrative Associates
1589 Highway 7, Suite 203
Hopkins, MN 55343
(612) 938-5275

Contact for temporary or substitute trained personnel in the child care area; aides, assistant teachers, teachers trained to Department of Human Services' standards.

Center for Community Education
2115 Summit Avenue
College of St. Thomas
St. Paul, MN 55105
(612) 647-5352

Contact for community education coordinators who are initiating School Age Child Care programs.

Child Care Resources and Referral Center
2116 Campus Drive Southeast
Rochester, MN 55904
(507) 287-2020

Contact for child care referral, financial subsidies for low-income families in Olmsted County; food distribution for child care providers in 11 counties in Southeastern Minnesota; training for providers and seminars for parents in Southeastern Minnesota.

Greater Minneapolis Day Care Association
1006 West Lake Street
Minneapolis, MN 55408
(612) 823-7243

Contact for child care referral, financial subsidies for low-income families and food program for child care in Hennepin County; training for providers; community service volunteers for child care and other nonprofit services; statewide child care issues.

Minnesota Association for Education of Young Children
1821 University Avenue
St. Paul, MN 55104
(612) 646-8689

Contact for information and assistance on professional staff development; Minnesota chapter of the National Association for the Education of Young Children which focuses on children up to the age of 8.

Minnesota Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(612) 296-4080

Contact the School Age Child Care Initiative for information and technical assistance on starting or expanding school age child care programs. Contact the Nutrition section for information on food programs for the child care area - (612) 296-6986.

Minnesota Department of Human Services
Centennial Office Building
658 Cedar Street
St. Paul, MN 55101
(612) 296-3971

Contact Licensing Division for information on standards and licensing for child care centers.

Resources for Child Caring
906 North Dale Street
St. Paul, MN 55103
(612) 488-7284

Contact for child care referral in Ramsey and Washington counties; subsidies for low-income families in Ramsey County; food program for metropolitan area; training for providers and parents; publisher and distributer of books and other materials on child care; programs with corporations; statewide child care issues.

* * * * *

For programs and services to support the child in self-care, contact the following agencies or organizations in your area:

- Public libraries for books, films, and other resource material
- Phone-a-Friend or other after school phone-in services
- Girls Scouts/Boy Scouts and Campfire, Inc. for curriculum guides on coping while alone as well as for information on programs for after school and vacation time
- American Red Cross (e.g., the Minneapolis Chapter has a "Home Safe Program" guide for children and their parents.)
- Boys Clubs, Girls Clubs, YWCAs, YMCAs, and other youth groups
- 4-H Clubs, e.g., Ramsey County has a 4-H affiliated youth program with projects for youth

APPENDIX 6

NATIONAL RESOURCES

School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, MA 02181, (617) 235-0320, x2546 or x2547.

The project provides technical assistance, information and referral, and distributes a wide range of written materials for those wishing to start school-age child care programs or those in need of assistance with current programs.

Child Care Law Project, 625 Market Street, Suite 816, San Francisco, CA 94105, (415) 495-5498.

The project makes available educational materials on legal issues in child care for child care center directors and family day care providers. Topics include liability, insurance, contracts, nonprofit incorporation, tax exempt status, child abuse, and employer supported child care.

The Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510, (919) 966-1148.

The Center serves as a clearinghouse for information on young adolescents age 10-15 and is dedicated to increasing the effectiveness of agencies and professionals who work with the age group. Resources include: a newsletter, publications, consultants, and the development and delivery of workshops.

Child Care Information Exchange, Roger Neugebauer, editor, C-44, Redmond, WA 98052, (206) 882-1066.

This excellent publication is written expressly for day care administrators and staff and takes a practical, "how-to" approach. Past articles cover such topics as: sliding fee scales, program evaluation, school-age child care, and employer supported child care. Reprints are available.

Child Care Staff Education Project, P.O. Box 5603, Berkeley, CA 94705, (415) 653-9889.

This project is involved in doing research and support in the area of working conditions for child care staff. They publish a newsletter, disseminate materials and are currently writing a handbook for child care workers with chapters on various issues that has a national focus.

Child Care Support Center, Save the Children, 1182 West Peachtree Street, N.W., Suite 209, Atlanta, GA 30309, (404) 885-1578.

The Center conducts regional workshops, offers local training (has a yearly family day care technical assistance conference), and develops written materials on management and other major issues in day care.

Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001, 1-800-424-9602.

Distributes pamphlets and publications on child advocacy (e.g., "It's time to Stand Up for Your Children"; Where Do You Look? Whom Do You Ask? How Do You Know? Resources for Child Advocates), publishes a newsletter, maintains an information hotline, and the national "child watch" project.

ERIC Clearinghouse on Elementary and Early Childhood Education, (ERIC/EECE), University of Ilinois at Champaign-Urbana, College of Education, University of Illinois, Urbana, IL 61801, (217) 333-1386.

A federally funded clearinghouse. Operates an abstracting/indexing service for current literature, and publishes a newsletter, occasional papers, and many free resource lists.

The Grantsmanship Center, 1031 South Grant Avenue, Los Angeles, CA 90015, (213) 749-4721.

Publishes the Grantsmanship News, does training, and makes available a wide range of publications in the area of fund raising, resources, and proposal writing.

Home/Check-In Care Systems, Fairfax County Office for Children, 10396 Democracy Lane, Fairfax, VA 22030, (703) 691-3175.

Provides neighborhood-based activity and security systems for older children ages 10 to 14.

National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, N.W., Washington, DC 20009, (202) 232-8777.

A large national association with local (AEYC) affiliates. Besides publications by these local groups, NAEYC publishes Young Children bimonthly, in addition to books and pamphlets that are of excellent quality. NAEYC holds an annual fall conference.

The National Commission on Resources for Youth, Inc., 605 Commonwealth Avenue, Boston, MA 02215. (617) 353-3309.

The Commission fosters programs that provide opportunities for young people from 10-18 to assume responsibility and to make a contribution in their communities. Its resources include a national clearinghouse, films and videotapes, books, guides, and manuals, and a quarterly newsletter.

National Employer Supported Child Care Project, Child Care Information Service, 363 East Villa Street, Pasadena, CA 91101, (213) 796-4341.

Based upon their recent national survey of employer supported child care, the Project has written a how-to manual (tentative publishing date, Winter 1983) for employers (including information on how to assess need, cost benefit analysis, existing employer-sponsored programs, etc.), a list of employer-supported child care programs and has up-to-date information on programs across the country.

School-Age Notes, P.O. Box 120674, Nashville, TN 37212, (615) 292-4957.

A newsletter for teachers and directors designed specifically for those in the field working directly with school-age children.

List of Suggested SACC Publications

Staff Publications

1. After School
   Rainbow River
   1401 John St.
   Manhattan Beach, CA 90266
   Free

2. Child Care Information Exchange
   Exchange
   P. O. Box 2890
   Redmond, WA 98073
   $25.00 per year

3. Young Children
   National Association for the Education of Young Children
   1834 Connecticut Ave. NW
   Washington, DC 20009-5786
   $25.00 per year

4. SACC Newsletter
   School-Age Child Care Project
   Wellesley College
   Wellesley, MA 02181
   $18.00 per year

5. School-Age Child Notes
   P. O. Box 120674
   Nashville, TN 37212
   $12.95 per year

Publications for Children

1. Cricket Magazine
   Box 300
   Peru, Illinois 61354
   $22.50 per year subscription
   Literary Magazine for Children

2. 3-2-1 Contact Magazine
   E-MC Square
   P. O. Box 51177
   Boulder, CO 80321
   $11.95 per year
   Children's Television Workshop Publication

3. The Electric Company Magazine
   200 Watt Street
   P. O. Box 51277
   Boulder, CO 80321
   $10.95 per year subscription
   Children's Television Workshop Publication

4. Highlights For Children
   Box 269
   Columbus, Ohio 43272
   $18.95 per year subscription
   Children's activities, ages 2-12

5. World Magazine
   National Geographic Society
   17th and M Streets NW
   Washington, DC 20036
   $18.95 per year subscription
   Ages 8-12

6. Odyssey Magazine
   625 E. St. Paul Ave.
   Box 92788
   Milwaukee, WI 53202
   $16.00 per year subscription
   Young peoples magazine of astronomy and outer space

7. Ranger Rick Magazine
   National Wildlife Federation
   1412 16th St. NW
   Washington, DC 20036
   $10.50 per year subscription
   Nature magazine, ages 5-12

8. Sesame Street Magazine
   P. O. Box 52000
   Boulder, CO 80321
   $10.95 per year subscription
   Children's Television Workshop Publication

APPENDIX 8

saint paul public schools
OFFICE OF THE SUPERINTENDENT
360 Colborne Street St. Paul, Minnesota 55102 Telephone (612) 293-7831

David A. Bennett
Superintendent of Schools

September 15, 1986

Dear Parent or Guardian:

A short questionnaire about child care needs is on the other side of this letter. Please complete the questionnaire and have your child return it to his/her teacher tomorrow. If there are children between the ages of 4 and 12 in your home, please complete and return the questionnaire even if you do not have child care needs.

This questionnaire was developed by the Saint Paul Public Schools, the Saint Paul Area Chamber of Commerce, and the City of Saint Paul Human Services Initiative. The information from the questionnaire will help determine the need for before or after school programs for children ages 4 to 12.

The results will be sent to the school district, neighborhood groups, the city and county, employers, churches, private non-profit organizations, and others. These groups will be able to use the results as they consider the possibility of organizing new or additional child care programs.

Your answers are confidential and your name will never be released in connection with this survey. Please remember to complete and return the questionnaire tomorrow.

Thank you for your help.

Sincerely,

David A. Bennett

David A. Bennett
Superintendent of Schools

DAB:lh

P.S.: If you receive more than one copy of the questionnaire, please complete and return ONLY ONE.

See front side of this sheet for directions.

1. For each child who is 4 years to 12 years of age, fill out the information below:

	age	grade	current school		age	grade	current school
Child #1	____	____	____________	Child #3	____	____	____________
Child #2	____	____	____________	Child #4	____	____	____________

2. For each child between the ages 4 to 12, what are their current child care arrangements before or after school? (Check all that apply for each child.)

	Child #1	#2	#3	#4
a) Program sponsored by the school	____	____	____	____
b) Child care center	____	____	____	____
c) Family day care home	____	____	____	____
d) Neighbor or friend	____	____	____	____
e) Self Care	____	____	____	____
f) Brother, sister or other relative	____	____	____	____
g) Parent	____	____	____	____

h) Other (list) ________________________________

3. Of choices a-h listed above, which is your preferred choice for each child?

For Child #1________ #2________ #3________ #4________

4. Would you be interested in enrolling your child/ren in one or more of the following programs? (Check one choice on each line.)

	Definitely Interested	Somewhat Interested	Not at all Interested
Before school program	________	________	________
After school program	________	________	________
Summer/holiday program	________	________	________
Occasional drop-in program	________	________	________

5. If you are currently not using an out-of-home program, what are your reasons? (Check all that apply.)

a) My child doesn't need such programs ______

b) Cost of programs are too high ______

c) The hours of current programs don't meet my needs ______

d) Other ________________________________

e) Inadequate transportation ______

f) Current programs are of poor quality____

g) No age appropriate programs are available ______

6. If you are using an out-of-home program, what is the current cost per child?

Cost $________ per hour or $________ per day or $________ per week

I don't pay any fee for using the program ________

Sliding fee/Title XX ________

7. What do you consider the most you're able or willing to pay per child for a program?

$________ per hour or $________ per day or $________ per week

DISTRICT 518 COMMUNITY EDUCATION LATCHKEY SURVEY

1. How many and what ages are your children?

Number	____	____	____	____	____	____	____	____	____
Age	4 & under	5	6	7	8	9	10	11	over 12

2. Do you work outside the home?
Mother: _____ Yes _____ No Father: _____ Yes _____ No

3. Do you work full time ________, part time ________?

Mother: _____ Yes _____ No Father: _____ Yes _____ No

4. Does your work schedule require you to leave home before:

Mother:	Yes	No	Father:	Yes	No
7:00 a.m.	_____	_____	7:00 a.m.	_____	_____
7:30 a.m.	_____	_____	7:30 a.m.	_____	_____
8:00 a.m.	_____	_____	8:00 a.m.	_____	_____

5. Does your work schedule require you to arrive home after:

Mother:	Yes	No	Father:	Yes	No
3:30 p.m.	_____	_____	3:30 p.m.	_____	_____
4:30 p.m.	_____	_____	4:30 p.m.	_____	_____
5:30 p.m.	_____	_____	5:30 p.m.	_____	_____

6. If your work schedule requires you to arrive home after your child arrives home, what arrangements are made for child care? Please check.

_____ Child is supervised in the home.
_____ By his/herself _____ By a sibling _____ By a babysitter

_____ Child is supervised outside of the home.
_____ Daycare facility _____ Private daycare provider _____ Other

7. Would you be interested in seeing a latchkey program developed?

_____ Yes _____ No

If yes, would you use it?

_____ 4-5 days per week _____ 2-3 days per week _____ occasionally

8. Other comments: ____

____

____

If interested in serving on a planning committee to help develop the latchkey program, please complete the following information so that we may contact you.

NAME: ____

ADDRESS: ____

PHONE NUMBER: ____

Parent Survey

School-age child care programs provide child care for elementary and middle school children during the hours when parents are at work and school is not in session. This parent survey will assess the need for school-age child care in our school.

Please fill out one questionnaire for your child(ren) attending ____________________ school.

1. How many children do you have in this school who need care before or after school? ______

2. Would you send your child(ren) to a supervised school-aged child care program if such a program was started?

   ☐ Yes ☐ Maybe ☐ No

   If yes or maybe, continue; if no, stop here.

3. For every child that you would send to a school-age child care program, check the grade(s).

   ☐ K ☐ 3 ☐ 6
   ☐ 1 ☐ 4 ☐ 7
   ☐ 2 ☐ 5 ☐ 8

4. When would care be needed? (Check all that apply.)

   ☐ Before School
   ☐ After School
   ☐ School Holidays
   ☐ School Vacations
   ☐ Summer
   ☐ Before of After Kindergarten

5. If you need child care before school, how early would you need it?

   ☐ 6:30 a.m. ☐ 7:30 a.m. ☐ 8:30 a.m.
   ☐ 7:00 a.m. ☐ 8:00 a.m.

6. If you need child care after school, how late do you need care?

   ☐ 4:30 p.m. ☐ 5:30 p.m. ☐ 6:30 p.m.
   ☐ 5:00 p.m. ☐ 6:00 p.m.

7. Of the following activities, please check five that you feel would be most important for you child to participate in.

   ☐ Sports & Physical Play
   ☐ Drama
   ☐ Homework
   ☐ Creative Activity (e.g., art)
   ☐ Music
   ☐ Free Play
   ☐ Construction Activity
   ☐ Cooking
   ☐ Leisure Reading & Library Activities
   ☐ Creative Writing
   ☐ Tutoring
   ☐ Dance & Movement
   ☐ Exploration Activities
   ☐ Field Trips
   ☐ Informal Socialization
   ☐ Other

8. Do any of your children whom you would consider enrolling in a school-age child care program have special needs (e.g., visually handicapped, hearing impaired, physically handicapped)?

   ☐ Yes ☐ No

   Please indicate ____________________

9. Collection of parent fees will be necessary to provide funds for a school-age program. Please indicate the amount you are willing to pay weekly per child.

   ☐ under $15
   ☐ $15 - $19
   ☐ $20 - $24
   ☐ $25 - $29
   ☐ $30 - $34
   ☐ $35 - $39
   ☐ $40 - $45
   ☐ over $45

From: New York State Council on Children & Families, School Age Child Care Technical Assistance Paper. (Technical Assistance Paper No. 3, 1986)

AUSTIN COMMUNITY SERVICES PROGRAM

CO-SPONSORS: AUSTIN PUBLIC SCHOOLS (ISD 492) • AUSTIN COMMUNITY COLLEGE
OFFICE: ROOM 108 • AUSTIN HIGH SCHOOL • 301 3RD STREET N.W.
AUSTIN, MINNESOTA 55912 • PHONE: (507) 433-0499

RITA A. SAND • Director

The Austin Community Services Program is conducting a study of our community's need for school-age child care. This form of child care would be geared toward the elementary school age child, providing a stimulating but comfortable environment before and after school hours plus on no school days, vacations and some holidays. Would you please help us by completing this questionnaire and returning it to us in the accompanying envelope by May 31, 1986. All responses will be treated confidentially.

****Please submit one questionnaire per family****

1. How many children in your home are in grades K-5? ________

2. Name of school your child(ren) is attending: ______________

3. List the grade each child is in (K-5): ______________

4. How many preschool children are there in your home? __________

5. List their ages: ______________

6. How many parents in your household work outside the home?

   ________One parent ________Both parents

7. Does your school-age child(ren) attend a child care home or center?

   Before School ______ Yes After School ______ Yes
   ______ No ______ No

8. Does your preschool child(ren) attend a child care home or center.

   ______ Yes
   ______ No

9. If an organized and supervised before/after school care program was started in an area school, would you enroll your child(ren) in it?

   Before school ______Yes
   ______Time child(ren) would be brought in
   ______No
   ______Maybe

   After school ______Yes
   ______Time child(ren) would be picked up
   ______No
   ______Maybe

Kindergarten ______Yes ____Before ____After ____Both
______No
______Maybe

10. How many children would take advantage of the program in your family? __________

11. What is the maximum amount you would be willing to pay per child per hour for this service? (This would include breakfast before school and a snack after school.)

____.50 ____.75 ____$1.00 ____$1.25 ____$1.50

other (specify amount):_____

12. Do you anticipate having a need for this service within the next five years?

______Yes ______No ______Maybe

Additional Comments:

If you would like to be contacted if and when a program is developed, fill in your name and address.

Name___________________________________ Telephone____________________

Address____

____

Proposed standards for licensure of child care centers are in process of completion. Further information is available from Jane Nelson at the Minnesota Department of Human Services, 400 Centennial Building, 658 Cedar Street, St. Paul, Minneosta 55155.

EXAMPLE OF ORGANIZATION PLAN (MINNEAPOLIS KIDS)

PROGRAM ELEMENT	WHAT IT CONTAINS	HOW IT'S CONTROLLED	BUDGET CONSIDERATIONS/ COMMENTS
Administrative Staff	*Team of 4 Program Assts. serving approximately 900 families at 12 sites. Regionally. Fiscal and Program Management. Cyclical Site Visitation.	Managers report to Comm. Ed. on fiscal matters monthly, policy, ongoing projects and problem solving weekly.	15% of Budget
	*Clerical staff of 1½ + 1/2 time Acct. Clerk	Salary set by position (determined by Dept. Head) then regulated by union contract.	Current salary $20,280 12 months.
Teaching Staff	*2 classifications - Child Care Workers, Asst. Child Care Workers (Current ratios K-6 1:12 K 1:10) All on site responsibility	Qualifications as to DHS standards and our own standards.	57% of 1986-87 budget Hourly salary range 1987: CCW - $6.53-$8.09 ACCW - $5.64-$7.88
		Our administration sets number of hours by enrollemnt of children.	Other classifications are possible.
	*Substitutes	Wages and number of hours to individual set by Union Contract.	Contract with agency for subs.
		Hiring and firing standards as to Civil Service regulations.	
		Positions 2-8 hours/day	
Employee Benefits	*Health insurance, Pension and Life Insurance - as per school board policy. *12 days vacation, 12 days sick leave per year. *10 Paid holidays *Unpaid Leave of Absence upon approval.	Holidays paid to all employees; other benefits paid to all employed 1/2 time or more.	16% of employees' salaries
		Vacation time must be approved by manager. Extended use of Sick Leave requires doctor o.k.	

PROGRAM ELEMENT	WHAT IT CONTAINS	HOW IT'S CONTROLLED	BUDGET CONSIDERATIONS COMMENTS
Program Activities	Field Trips, swimming lessons, resource people providing on site enrichment such as music specialist, dance instructor.	School buses ordered through system. Teacher plans, administration approves.	Consider cooperative efforts with other agencies (park, comm. ed., YMCA, YWCA, ECFE, etc.).
Insurance	*Liability for employees		1% of budget
	*Accident coverage for children	Separate purchase through individual company.	
Parent Involvement	*Quarterly meetings on sites. *Monthly or bi-monthly city-wide advisory meeting *Citywide meetings on Special projects.	Elections, Chairperson By-laws	Monies for childcare during meetings. Refreshments, etc.
Publicity, Marketing	*Leafleting,*Public Service Announcements *School *Needs Assessment notices	Staff/parent subcommittee	1%
Parent Handbook Registration Procedure.	Policies published annually	Administration writes with input from staff, Parent Advisory Council. School Board has final decision.	Interview parent and sign contract upon enrollment.
Networking	Child Care organization, funding groups, Community resources (Park, "Y") Referral Services.		
Evaluation	*Staff appraisal system *Sites to meet DHS standard *Parent evaluation of system through Parent Advisory Council *Parent/child conferences offered twice a year	Human Resources Dept.	

EXAMPLE OF ORGANIZATION PLAN (MINNEAPOLIS KIDS)

PROGRAM ELEMENT	WHAT IT CONTAINS	HOW IT'S CONTROLLED	BUDGET CONSIDERATIONS/ COMMENTS
Parent Fees and Public Funding	*Charge by component per month (Before School, After School, Kindergarten, full day)	Bills sent. Contract for "slot". No drop in, no hourly rate. Registration fee. Pay in advance of service.	Some parents qualify for help. Centeral eligibility, County, State monies, and CDBG. Get contract from parents before service begins.
Building Space and other services of District (payroll, purchasing, media, classroom furnishings).	*Excess classroom space, cleaned and maintained. *Number of square feet to meet purchasing classroom DHS standard furniture, media).	School District Administration delegates space to program; can lose space to enrollment needs of district.	11% of budget.
Transportation	*School District provides from school to center. *Parent transport child before 8:30 a.m. or after 3:30 p.m.		
Hours of Operation	*Components as needed at each center: Before School, After School, Kindergarten, full Vacation day currently 6:45 a.m. - 5:45 p.m.	Janitor contract on school lock-up procedure influences hours.	
Curriculum Standards	Teacher designs with input from administration. *Inservices. *Schedule and lessons to parents in monthly Parent Letter.	DHS standard. Lesson plans submitted (teachers prep time)	

PROGRAM ELEMENT	WHAT IT CONTAINS	HOW IT'S CONTROLLED	BUDGET CONSIDERATIONS COMMENTS
Food Service	*Lunch provided by parent or parent may order from host school.	Lunch time is supervised by staff.	3% of 86-87 budget.
	*Snack served at 3 p.m. SACC provides *Summer free federal lunch program utilized.	Snack served and prepared by our staff from standard menu set by Administration. We use USDA standards for two component snack. USDA snack reimbursement program.	Average two component snack cost 30¢ per day. We bulk purchase food items in single service or institutional size.
	*Parents may send breakfast to center.	DHS regulated items food served.	Investigate purchasing premade snack through district. USDA reimbursement possible. Refrigerators and food cabinets in classrooms.
Supplies and Equipment	*Toys, games, art materials etc., for classroom use. *Office Supplies	DHS has minimum standards of equipment and materials to be provided. We order majority of items through school catalog.	*3% of budget.
		Purchase orders established with discount department stores for "extras".	
		Items requested by teaching staff, approved by Administration.	1% of budget.
		School Board bidding process for large items.	

ACTIVITY/INTEREST CENTERS

A. CREATIVE CONSTRUCTION

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
Children need opportunities for non-directed, creative activities that fulfill a sense of industry - to be able to make something that can be taken home or used.	1. Recycle supply construction	Evidence of a plan that a minimum of 6 areas are available on a monthly schedule.	glue tape scissors staplers paper punch paint cardboard string boxes wire buttons plastic various paper materials cloth crayons markers	2 different directed or nondirected activity areas with 10 equipment choices for each activity.
	2. Wood working a. Carpentry b. Wood sculpture		bench soft wood scraps nails tooth picks carpentry tools scrap wood glue popsicle sticks	
	3. Needle crafts and weaving		crocheting knitting needlepoint yarn burlap embroidery materials hook rug making looms	
	4. Paper craft area: collage making		paste scissors markers crayons variety of paper products glue collage materials	
	5. Food preparation; children can make snacks, learn how to prepare, measure food, and follow directions		durable cookwear children's cook books popcorn popper measuring and clean-up equipment blender electric fry pan crock pot	

ACTIVITY/INTEREST CENTERS

A. CREATIVE CONSTRUCTION (Continued)

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
	6. Other craft areas: macrame, rope tying, copper enameling, model building, beans and grains art, beadwork, leather work, wood burning **Resources: people who can demonstrate above activities, galaries to display above art** **Clubs: cooking, knitting, carpentry, etc.**			

B. BUILDING AND MINIATURE MATERIAL FOR IMAGINATE PLAY

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
Children need opportunities to build and manipulate a variety of materials to create minature environments for imaginative play. Space needs to be provided for uninterrupted construction that can be left for a period of time or from day to day.	Building: villages, cars, houses, cities, and other things	Minimum of 2 different activities daily. Rotate 4 different areas monthly.	erector set wooden unit blocks Kugeli builders tinker toys house and building making equipment wooden toys school house hospital house boat tree house magnetic shapes set of lego blocks set of lincoln logs accessories for blocks people, cars, animals, signs furniture sand areas with accessories interlocking plastic forms building bricks building and landscape pegs	5 different equipment choices daily.

ACTIVITY/INTEREST CENTERS

C. FINE ARTS

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
Children need a variety of opportunities to observe and experience the performing arts.	1. **Drama:** to put on puppet shows, plays, to see plays, movies, actors, mime	At least 3 different activity areas daily.	puppets marionettes puppet theater costumes hats mirrors make up stage	6 different equipment choices per activity area.
	2. **Dance, mime**			
	3. **Film making, announcing, tape recording, other media:** put on and make shows, take recordings, read along stories, visit - film, radio, TV studios		filmstrips film microphone blank tapes stages slide and film projectors ear phones taperecorders photography equipment	
	4. **Graphic arts:** drawing tracing, caligraphy, cursive, illustrating, poster making		spirograph tracing wheels letters and shapes tracing boards chalk markers variety of kinds of paper letter making diagrams how to draw books charcoal pens	
	5. **Easel area:** explore a variety of painting experiences		easel paint brushes acrylics variety of paper water colors markers	
	6. **Sculpting and pottery:** provide a variety of molding, sculpting experiences		firing clay and glazes paper mache plastic clay carving potters wheel and kiln play dough	

ACTIVITY/INTEREST CENTERS

C. FINE ARTS (Continued)

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
	7. **Music:**			
	a. Children can explore a variety of musical instruments and learn to play simple tunes; charts with familiar tunes transcribed in corresponding letters or numbers		piano autoharp bells recorders ukulele banjo electric organ (with earphones) xylophones rhythm instruments make your own instrument materials guitar	
	b. singing, rhythm games and chants		radio record player or tape recorders with music	
	c. invite musicians to play musical instruments for children or demonstrate how to play an instrument			
	Performing Arts Resources: field trips to art museums, galeries, artist workshops, student artist visit			
	Clubs: drama, dance, film club, etc.			

ACTIVITY/INTEREST CENTERS

D. INDIVIDUAL HIDEAWAY

Rationale	Activity Areas		Equipment		
	Examples	Satisfactory Compliance	Examples		Minimum for 12/14 Children
Because children have been with a group for a major portion of their day, provision for privacy through arranging small, quiet areas that are inviting to children is essential. Children often seek time to be alone to rest, reflect, read, do homework.	Although at least one place where a child can be by himself should be a part of the daily environment, children should be allowed other props to make hideaways - boxes, chairs, carpet pieces, blankets, etc.	At least 1 area available daily.	loft corner bean bag blankets rugs moveable partitions with adult size range	pillow covered mat or matress whistle chairs large cardboard boxes or packing barrels	1 activity area

E. PUZZLE

A variety of puzzles can be auto-educative tools for trial and error construction.	A variety of sizes, shapes, materials and levels of performance can be available on a regular basis. Special events and problem solving games can be made available on a regular basis.	Minimum of 1 daily.	wooden puzzles rubber puzzles shape puzzles wooden puzzle racks plastic fit space	jigsaw - 25 to 5,000 pieces brain teasers quessing games hidden picture games mazes	1 puzzle per child; rotated. Minimum of 6 puzzles per day.

ACTIVITY/INTEREST CENTERS

F. TABLE GAMES

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
A variety of board and cognitive games help develop: problem solving, strategy setting, peer cooperation and competition direction following.	Group competition and elimination boards can help slot interest in game playing, i.e. tournments: chess, checkers, backgammon, etc.	Minimum of 1 area available daily.	backgammon checkers chinese checkers trouble scrabble monopoly lotto dominos uno tiddely winks chess parchesi sorry bingo chutes and ladders electronic games cootie card games	Minimum of 6 games per day. 1 game per child; rotated.

G. SCIENCE, MATH, SOCIAL STUDIES AND EXPLORATION

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
Centers should be set up where children can experiment, investigate and explore on a non-threatening, creative, problem solving basis.	1. Small motors, clocks, and machines to take apart 2. Experiments 3. Math games, electronic games 4. Collections - buttons, shells, artifacts, etc. Resource people: collectors, inventors, scientist, humane society, garden club, zoo Clubs: science, collections, math games, computer games	Minimum of 2 activity areas daily with topics in 2 areas: science, math or social studies. Rotate 4 different areas monthly.	magnets magnifier compass animals garden area gears egg timer thermometer microscope tuning forks prisms fish terrarium charts globe scale	4 different equipment choices combining observation and manipulative items, where possible.

ACTIVITY/INTEREST CENTERS

H. LITERATURE

Rationale	Activity Areas		Equipment		
	Examples	Satisfactory Compliance	Examples		Minimum for 12/14 Children
A space in which it is comfortable and inviting to explore a variety of written material can enhance children's interest and enjoyment of reading as a liesure activity.	Individual browsing, stories read by older children, tapes of stories made. Trips to libraries - public, school and private.	Minimum of 1 area daily.	books - paper backs stories pictures resource fiction nonfiction book trading area paper and pencils to create and illustrate stories print making supplies	book display racks magazines newspaper stories written by children listening center with tapes or records and accompaning books flanel boards with story telling props magnetic boards magnetic letters and words book making supplies	12/14 owned books; 12/14 loaned books. 12 magazines appropriate for children. 1 story record or story tape.

I. DRAMATIC PLAY, ROLE PLAYING

Rationale	Activity Areas		Equipment		
	Examples	Satisfactory Compliance	Examples		Minimum for 12/14 Children
A variety of props set the stage and allow children to "try on" a variety of occupations, roles and experiences of the real world. 7's and 8's are at the peak of interest in dramatic play, make believe and adventure.	Props can be made available on a routine basis or as a special event, e.g., set up a bakery after a field trip to the bakery or school kitchen. Props to set up such areas as: office, bakery, fixit shop, travel bureau, dentist, shoe shop, hat shop, home, hosptial, plumber.	Minimum of 1 area per day.	durable equipment: puppet stage snap walls grocery store unit	tables house keeping area	2 pieces of durable equipment and an appropriate number of props for each area.

J. HEALTH, SAFETY AND TAKING CARE OF ONE'S SELF

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
School-age children need to learn independent skills. They are frequently home alone without adult supervision or adult resources.	**Resource people:** **1. Basic first aide emergency procedures** **2. Fire prevention** **3. Safe bike operation, how to care for bikes** **4. How to use telephone effectively** **5. Babysitting** **6. Nutrition** **7. Personal Hygiene**	Minimum of 2 different areas monthly.	filmstrips and books on safety telephone center self care supplies	
		K. ACTIVE INDOOR		
Children need to have a variety of activities that allow them to move around, "let off steam." If a gym is not available, other space needs to be provided for moderately active games. Children need opportunities to build skills in: interaction with peers and adults, group dynamics, coordination, score keeping and physical fitness.	**1. Low organized games, i.e. tag, dodgeball, leapfrog, 4 square, red rover, etc.** **2. Contests** **3. Section off areas for individual activities** Resources: athletes, specialists, rope jumper Clubs: tumbling, bowling, fooze ball, etc.	Minimum of 1 daily.	Active - Indoor/Gym: volleyball rope climbing scooters jump ropes track and field basketball tumbling ball games swimming trampoline Moderately Active - Corner of room, hall, activity room: ring toss air hockey bean bag fooze ball billards large box construction parachute bowling table tennis foam balls darts obstacle course auto racing layouts ball/jacks	3 active equipment choices: 3 moderately active equipment choices.

ACTIVITY/INTEREST CENTERS

L. ACTIVE OUTDOOR

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
Children need to have the opportunity to learn to enjoy a variety of leisure time activities out of doors. Because of the variety of resources available to different sites, each individual program needs to capitalize on their own individual resources to introduce children to the most accessable activities.	**1. A basket of individual activities: balls, bats, jump ropes, etc., for outdoors.** **2. Contests, organized games and teams.** **Resources: Parks and Recreation Dept. activities: lessons, teams. Athletes to demonstrate skills, how to stories.** **Clubs: team sports, tumbling club, badmitton, cheerleading, skating, etc.**	Minimum of 3 different areas daily.	heavy duty playground equipment bats football ice skating rinks hockey tennis rackets swimming pool shuffle board jump ropes teather ball stands target games playing fields balls t-balls soccer balls sliding hills sleds skates tennis courts tennis balls badmitton low organized sports track and field hand ball courts sand areas frisbees croquet varied balls	**3 pieces of durable playground equipment. Minimum of 9 equipment choices available per day.**

M. CLUBS, ORGANIZATIONS, OTHER RESOURCES

Rationale	Examples	Satisfactory Compliance	Examples	Minimum for 12/14 Children
To further the growth of independence and responsibility in school-age children, children should be encouraged to participate in other supervised activities offered by other youth serving agencies. Children should be supervised in making a transition between one program and another.	**Boy and girl scouts; campfire; 4-H; religious groups; chess club; team sports; intermural sports; music lessons; parks and recreation activities, e.g., cheerleading, magic classes, bowling, drawing, sports, dance, theater groups, etc.**	Offering access to 2 community organizations		

ACTIVITY/INTEREST CENTERS

N. FIELD TRIPS

Rationale	Activity Areas		Equipment	
	Examples	Satisfactory Compliance	Examples	Minimun for 12/14 Children
School age children have a particular interest in exploring the world around them and local field trips are an effective way of utilizing this interest. Especially on non-school days children should have the opportunity to go out into the broader community.	General: nature centers, parks, zoos, theathers, swimming pools, ice and roller rinks, community centers, humane societies, libraries, science and art museums, historical sites, cultural events, health facilities. Local Businesses: candy factory, bakery, grocery stores, greenhouse, dairy, fast food restaurants, toy manufactures, airport, farms.	1 walk or trip per month in the school year. 1 walk or trip per week in summer.	emergency procedure kit, parents phone number, first aide	

RATE CALCULATION

I. School Day Formula:

Components:	# Kids	x	# Hrs.	=	Daily Kid Hours
A. Before School	______	x	______	=	______________
B. Kindergarten (a.m.)	______	x	______	=	______________
C. Kindergarten (p.m.)	______	x	______	=	______________
D. After School	______	x	______	=	______________
			Total	=	______________
				x	______________ # of school days
			Figure A		☐

II. Conference, Release, Summer Day Formula:

Component:	# Kids	x	# Hrs.	=	Daily Kid Hours
A. Full Day	______	x	______	=	______________
				x	______________ # of conference, release, summer days
			Figure B		☐

III. Compute the following:

Figure A ☐ + Figure B ☐ = ______________ Total Kid Hrs.

IV. Turn to the budget page. Copy the net budget total. ____________________

V. $\frac{\text{Hourly Rate}}{\text{A + B} \overline{)\text{Net Budget Total}}}$ ______________

VI.

Component:	# of Hrs	x	Hourly Rate	=	Cost per component
Before School	______	x	__________	=	______________
Kindergarten (a.m.)	______	x	__________	=	______________
Kindergarten (p.m.)	______	x	__________	=	______________
After School	______	x	__________	=	______________
Full Day	______	x	__________	=	______________

APPENDIX 13

CONTRACT FOR PAYMENT
School Age Child Care Program
Minneapolis Public Schools
School Year — September 2, 1986-June 5, 1987
____________ Latch Key

**Fees Due:
1st & 15th of
each month**

CHILD/REN'S NAME ____________

PARENTS/GUARDIAN ____________

BILLING ADDRESS ____________ ZIP CODE ____________

STARTING DATE ____________ PHONE (work) ____________ (home) ____________

Fees are charged on the basis of enrollment, not attendance. There is no fee adjustment for non-attendance. **(Fees are due in advance on the 1st and the 15th of each month. Failure to make payments by those dates will result in an additional charge of $10.00 per payment.) A dated written notice must be given two weeks prior to any scheduling changes.)** Please indicate which enrollments you will be using. Sign, date and return contract. A $15.00 non-refundable registration fee is charged to all first time users. **Contract and advance payment must be received before first day of enrollment.**

ENROLLMENT — SCHOOL DAYS

Before School (6:45 a.m. until school starts)	________	100% (full time) $67/month — September-May
	________	60% (3 days/week) $45/month — September-May
	________	40% (1 or 2 days/week) $31/month — September-May
Kindergarten (9:00 a.m. to 12:30 p.m. or 11:30 a.m. to 3:00 p.m.)	________	100% (full time) $102/month — September-May
	________	60% (3 days/week) $68/month — September-May
	________	40% (1 or 2 days/week) $45/month — September-May
After School (school closing until 5:45 p.m.)	________	100% (full time) $67/month — September-May
	________	60% (3 days/week) $45/month — September-May
	________	40% (1 or 2 days/week) $31/month — September-May

I understand that fees for the 170 school days are totaled for the school year, divided by nine months and charged on a monthly basis. Fees are due monthly from September through May. There will be no additional charge for the five school days in June.

ENROLLMENT — RELEASE DAYS

Circle full days to be used at an additional charge of $13.00/day

October 6 October 16 October 17 November 11 November 17

February 5 March 9 May 8

ENROLLMENT — WINTER AND SPRING RECESS DAYS — *Not available at Kenny, Morris Park, Shingle Creek, Longfellow, Bethune.

Circle full days to be used at an additional charge of $13.00/day

December 22 December 23 December 26 December 29 December 30

January 2 March 23 March 24 March 25 March 26, 27

Latch Key will be closed on the following days: November 27 & 28 (Thanksgiving), December 24 & 25 (Christmas Eve and Christmas Day), December 31 & January 1 (New Year's Eve Day and New Year's Day), January 19 (Martin Luther King Jr.'s birthday), February 16 (President's Day), Apr. 17 (Good Friday) and May 25 (Memorial Day).

Parent's Signature ____________ Date ____________

*Please pay by check or money order payable to "Latch Key." Please write child's name and latch key attending on your check. Checks may be mailed to our main office: Lehmann Education Center, 1006 W. Lake Street, Room 104, Minneapolis, MN 55408-2895.

White-Billing Copy **Canary-Site Copy** **Pink-Parent's Copy**

INDEPENDENT SCHOOL DISTRICT NO. 279
(Osseo Area Schools)

KIDSTOP SUMMER CONTRACT

1) My child(ren) will attend Kidstop from June 11, 1986 – August 22, 1986, 5 days a week for a total of 10½ weeks.

2) I have 5 vacation days I may use throughout the summer program. After these 5 days have been used I understand I am to pay for any other days my child(ren) does not a attend Kidstop.

3) I understand that I will be paying $53.00 a week in tuition for my first child and $47.70 a week in tuition for each additional child enrolled in the summer program. I understand that this cost includes all field trips.

4) I understand that with my registration I am to pay for the last week's tuition (August 18 – 22). This is being done to ensure our enrollment is maintained throughout the summer.

I have read, understand and agree to the above contract.

PARENT'S SIGNATURE

DATE

KIDSTOP SUMMER REGISTRATION FORM

Parent/Guardian

Address City Zip

Home Phone Business Phone

Child's Name	Grade '86-87	School Attends

Check Number Amount Initial

APPENDIX 14
____Cavanagh
____Olson

ADVENTURE CLUB DAILY FEE SCHEDULE
1986-87

Student ____________________

Parent ____________________

DAILY RATES	
Kindergarten:	Grades 1-6:
Full Day - $13	AM - $4
Less than 7 hrs. - $11	PM - $4
Less than 4 hrs. - $8	AM & PM - $8
Non-School Days All Grades - $16	

KINDERGARTEN:
____AM M T W TH F
____9:00-1:00
____11:30-3:30
____PM ____Drop-In

GRADES 1-6: ____AM M T W TH F
____PM ____Drop-In

DATE DUE	ENROLLMENT PERIOD	PARENT OWES	ATTENDANCE DAYS	PARENT PAYMENT	BALANCE
6/30	9/2 - 9/12				
9/26	9/15 - 9/26				
10/10	9/29 - 10/10				
10/24	10/13 - 10/24				
11/7	10/27 - 11/7				
11/21	11/10 - 11/21				
12/5	11/24 - 12/5				
12/19	12/8 - 12/19				
1/16	1/5 - 1/16				
1/30	1/19 - 1/30				
2/13	2/2 - 2/13				
2/27	2/16 - 2/27				
3/13	3/2 - 3/13				
3/27	3/16 - 3/27				
4/10	3/30 - 4/10				
5/1	4/20 - 5/1				
5/15	5/4 - 5/15				
** 5/29	5/18 - 6/6				

VACATION PROGRAMMING (DAILY FEE)

12/12	12/22 - 1/2				
4/3	4/13 - 4/20				

*Non School Days -- These dates are listed on the blue Adventure Club Calendar.

**Payment due for three weeks. If a three week payment is a hardship, call the Adventure Club office, 546-7126.

APPENDIX 15

EDINA KIDS' CLUB REGISTRATION FORM

PLEASE COMPLETE BOTH SIDES:

Child's Name ______________________________ Date entering __________
last first mid

Grade ______ School ____________________ Birthdate ______________

Mother's Name ____________________ Home Phone ______________

Home Address ______________________________ zip __________

Employer ____________________ Bus. Phone ______________

Father's Name ____________________ Home Phone ______________

Home Address ______________________________ zip __________

Employer ____________________ Bus. Phone ______________

I give permission for K.C. staff to call my child's doctor/dentist in case of an emergency.

child's doctor ____________________ phone ______________

child's dentist ____________________ phone ______________

Please list two people willing to take responsibility for your child in case of illness or an emergency when you cannot be reached:

Name ____________________ Name ____________________

Relationship ____________________ Relationship ____________________

Phone ____________________ Phone ____________________

ENROLLMENT SCHEDULE:

DURING THE SCHOOL YEAR:	MY CHILD WILL BE AT KIDS' CLUB ON THE FOLLOWING DAYS:(circle)
______BEFORE SCHOOL (6:45-8:30)	MON TUES WED THUR FRI
______MID-MORNING(8:30AM-12:30PM)	MON TUES WED THUR FRI
______MID-AFTERNOON(NOON-3:30PM)	MON TUES WED THUR FRI
______AFTER SCHOOL (3:30-6:00)	MON TUES WED THUR FRI
______DURING THE SUMMER	MON TUES WED THUR FRI

Who is authorized to pick up your child after school? (attach photo)

Does your child have any special health needs or medical history that we should know about? Please explain.

-OVER-

Does your child have any siblings? Ages?

Is there anything particularly significant about your family situation that you would like us to know?

Could you briefly describe your child's experiences in group child-care and tell us what are your expectations of your child's experience in Kids' Club?

What are your interests, talents or professional expertise which might be helpful to the staff and board? Would you like to work on a committee of the parent board?

PARENTAL PERMISSIONS & ENROLLMENT AGREEMENT

In the event that Kids' Club children are included in any publicity, I give permission for my child to be included in in pictures, films, etc.

I also give permission for my child to participate in Kids' Club field trips. I understand that all field trips will be supervised by K.C. staff and that I will be informed in advance of the destination, method of transportation, and type of activities involved in each field trip.

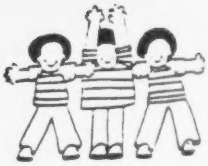
I give my consent to an exchange of information between Edina Public School personnel and the Kids' Club staff whenever it would be beneficial to my child.

I understand fees must be paid in advance every two weeks, and full payment of tuition is due whether my child is in attendance (except for winter and spring recess). I also must give notice of withdrawal two weeks in advance.   For summer program : I understand that I must pay for a minimum of eight weeks of the summer program.

I also understand that I am responsible for reviewing and observing other program policies described in the Kids' Club NEWS and the parent handbook.

______________________________ Mother's Signature	______________________________ Father's Signature
Date______________________	Date______________________

FOR OFFICE USE:registration received____/____/_____ ____
reg. fee paid $_______________/____/_____
tuition prepayment $___________/_____/___



ROSEVILLE AREA SCHOOLS

DATE ____________________

COMMUNITY SCHOOL SERVICES EXTENDED DAY PROGRAM

REGISTRATION/RELEASE FORM

A $5.00 (per child) non-refundable registration fee must accompany this application.

Child's Name ____________________ Sex: F M Birthdate ____________________
Last First Nickname

Parents or Guardians ____________________ Home Phone ____________________

Address ____________________
Street City State Zip Code

MOTHER	FATHER
Business Phone ____________________	Business Phone ____________________
Business Name ____________________	Business Name ____________________
Business Address ____________________	Business Address ____________________

Scheduling Information

Starting Date Requested ____________________ Site ____________________

Transportation Information

School Child Attends ____________________ Grade __________ Teacher ____________________

Persons Authorized to take Child from the Program:

NAME	ADDRESS	PHONE

Persons NOT Authorized to take Child from the Program:

____

Please do not pick up your child without reporting to a staff person. The Program Manager must be notified if anyone other than an authorized person will pick up your child.

Additional Information

Any condition present that might result in an emergency ____________________

Special needs of child (allergies, special diet, etc.) ____________________

Language other than English the child speaks or understands ____________________

What kinds of experiences has your child had with groups of children? ____________________

____

(OVER)

Special interests or favorite activities of your child ______________________

____

Any additional information that would be helpful for us in getting acquainted with your child

____

____

Families are Important

In relation to your child, what are your expectations of Extended Day? ______________________

____

____

Please list important values you want focused upon in the area of your family and child's development. ______________________

____

List Names and Ages of siblings:

______________________ ______________________

______________________ ______________________

RELEASES

Program

I agree to abide by the Terms and Conditions of the Roseville Area Schools, Community Education Extended Day Policies, of which I have received a copy, governing the enrollment of the child named above.

Signature ______________________

Medical

In the case of an emergency involving the child named above, I authorize the Extended Day Program to use the St. Paul Ramsey Emergency Room for emergency medical treatment, if I or my own source of medical care cannot be reached.

Signature ______________________

Field Trips

I agree to permit the child named above to participate in field trips sponsored by the Extended Day Program. Trips planned will be posted.

Signature ______________________

Anecdotes and Pictures

I grant permission to the Extended Day Program to use names, pictures and anecdotes for the purpose of educating the public to the services available.

Signature ______________________
(Name) (Relationship to Child) Date

APPENDIX 16

EDINA KIDS' CLUB

DATE: DATE OF CHANGE:

TO:

FROM:

RE: CHANGES OR ADDITIONS TO REGISTRATION

CHILD'S NAME ______________________________ GRADE ________

SCHOOL ______________________________ PC ______________

CHANGE ENROLLMENT FROM: TO:

______	BEFORE	M TU W TH F	______	BEFORE	M TU W TH F
______	AMK	M TU W TH F	______	AMK	M TU W TH F
______	PMK	M TU W TH F	______	PMK	M TU W TH F
______	AFTER	M TU W TH F	______	AFTER	M TU W TH F

CHANGE THE FOLLOWING INFORMATION ON OUR RECORDS:

OFFICE CHECKLIST

______ COMPUTER PRINT-OUT OF ENROLLMENT DATA
______ REGISTRATION AND EMERGENCY INFORMATION FORMS
______ MASTER ENROLLMENT ON DATA BASE
______ REGISTRATION ______ EMERGENCY CARD ______ PHOTO
______ FEE STATEMENT

______ PARENT ORIENTATION DATE (DATE:________)

PROGRAM COORDINATOR'S CHECKLIST

______ ATTENDANCE LIST
______ SIGN-IN/SIGN-OUT SHEETS FOR REMAINDER OF CURRENT MONTH

______MAIL POUCH ______LOCKER ______ CUBBY ______SIGN-OUT BOARD

PLEASE NOTE:

APPENDIX 17

Staffing Pattern for Child Care Programs

Provider: ______________________ Proposed Contract Period ______ thru ______

Location: ____

Age range of children served by this staffing pattern __________ thru __________

6:00	7:00	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	
													Total Number of Children
													Total Child Care Staff

Number of Persons per Position	Position Code	Position Title

Independent School District 281

Robbinsdale Area Schools

-Upon arriving, children sign with initials.
-Parent(or designated person authorized by parent) are asked to sign when child(ren) is/are taken from the Center.

ADVENTURE CLUB

Week ending______________

PARENT SIGN-OUT FORM

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
CHILD'S NAME	SIGNATURE	TIME	SIGNATURE	TIME	SIGNATURE	TIME	SIGNATURE	TIME	SIGNATURE	TIME

APPENDIX 18

APPENDIX 19

Independent School District 281 Robbinsdale Area School

ADVENTURE CLUB WEEKLY PROGRAM PLANS

Teacher Time Span Week of

AREA	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Creative Construction Crafts					
2. Building/ Miniature Imaginative Play					
3. Dramatic Play					
4. Math/Science Social Studies Exploration					
5. Puzzles/ Table Games					
6. Literature/ Language					
7. Active Indoor/ Outdoor Activities					
8. Health, Safety Taking Care of One's Self					
9. Fine Arts					
10. Special Events					

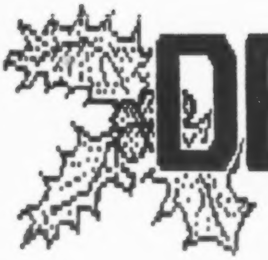
APPENDIX 20

FEBRUARY 1987

MORRIS PARK MPLS. KIDS - 627-2771

SUN	MON	TUE	WED	THU	FRI	SAT
1	2 TUITION PAYMENT DUE MAKING VALENTINE PLACE MATS	3 MUSIC DAY	4 ART DAY	5 STORY BOOK DAY (USING NEW HEAD SETS	6 MOVIE DAY	7
8	9 PLAYING ABC BINGO	10 MAKING A VALENTINE CARD	11 ART DAY	12 DECORATING VALENTINE COOKIES FOR OUR PARTY	13 VALENTINES PARTY	14
15	16 LATCH KEY CLOSED PRESIDENTS' DAY	17 STORY BOOK DAY TUITION DUE	18 ARTS & CRAFTS DAY	19 PLAYING NUMBER BINGO	20 FLANNEL BOARD FUN	21
22	23 NEIGHBORHOOD WALK	24 PUZZEL DAY	25 ARTS AND CRAFTS	26 TABLE GAMES	27 SPECIAL TREAT	28

KINDERGARTEN SESSION



DECEMBER 1986

NORTHROP LATCH-KEY

SUN	MON	TUE	WED	THU	FRI	SAT
	1 TUITION PAYMENT DUE.	2	3	4	5	6 CHRISTMAS SEASON STARTS IN MOST COUNTRIES.
7	8 AUSTRIA GERMANY	9 CZECHOSLOVAKIA POLAND	10 BRAZIL TURKEY	11 FRANCE	12 GREECE	13
14	15 TUITION DUE FINLAND HOLLAND	16 SWEDEN	17 ITALY	18 MEXICO SPAIN	19 DENMARK	20
21 OFFICAL FIRST DAY OF WINTER	22 1ST DAY OF WINTER BREAK ROLLER SKATING P/U TIME-12:30 RETURN- 3:30 SPENDING MONEY O.K. LIMIT $2.00	23 MOVIE DAY SPENDING MONEY O.K. LIMIT $3.00 LADY AND THE TRAMP RATED G	24 CHRISTMAS EVE LATCH-KEY CLOSED	25 CHRISTMAS LATCH-KEY CLOSED HAVE A SAFE AND HAPPY HOLIDAY	26 TOY DAY CHILDREN CAN BRING ONE TOY. STAYING AT LATCH-KEY ALL DAY.	27 HANUKKAH
28	29 CHILDRENS THEATRE P/U TIME-1:15 RETURN- 4:00 BEATRIX POTTER'S CHRISTMAS	30 WINTER FUN DAY SLIDING OUTSIDE DRESS WARM SNOWPANTS	31 NEW YEARS EVE LATCH-KEY CLOSED			

REMEMBER YOUR PERMISSION SLIPS

APPENDIX 21

KIDS ACTIVITY AND FIELD TRIP POLL

circle yes or no
and
write other answers

YOUR NAME____

*WHAT SO YOU LIKE TO PLAY/DO WHEN YOU'RE INSIDE A BUILDING;

BY YOUR SELF?

WITH OTHER CHILDREN?

*WHAT TYPES OF GROUP SPORTS DO YOU LIKE;

INSIDE A GYM?

OUTDOORS?

*DO YOU LIKE COOKING PROJECTS? yes/no

WHAT DO YOU LIKE TO COOK?

*DO YOU LIKE TO TAKE WALKS? yes/no

WHERE?

*DO YOU LIKE TO TAKE MTC BUSES? yes/no

WHERE?

*WHAT DO YOU LIKE TO DO ON A PLAYGROUND?

*DO YOU LIKE TO SWIM? yes/no IN LAKES OR POOLS?

*WHICH ZOOS DO YOU LIKE BEST?

*WHICH MUSEUMS ARE YOUR FAVORITES?

*WHAT WOULD BE YOUR FAVORITE FIELD TRIP?

*DO YOU LIKE BEING IN THE WOODS? yes/no

*WOULD YOU LIKE TO GO CAMPING OVERNIGHT SOMETIME? yes/no

*WHAT DO YOU LIKE TO DO OUTSIDE IN THE WINTER?

*WHAT DO YOU LIKE TO DO OUTSIDE IN THE SUMMER?

*WHAT WOULD YOU LIKE TO LEARN MORE ABOUT?

*WHAT DON'T YOU LIKE TO DO?

*DO YOU LIKE TO GO TO THE LIBRARY FOR MOVIES AND/OR BOOKS? yes/no

APPENDIX 22

ADVENTURE CLUB
GROUP FIELD TRIP CHECKLIST

Getting Ready:

_____ Have you made name tags (if needed)?

_____ Have you familiarized yourself with special health considerations and instructions of the children in your group?

_____ Have you posted a parent notice reminding parents of what their children need each non-school day?

_____ Is all of your field trip equipment ready (first aid kit, emergency numbers, snack, directions, etc.)?

_____ Have you told the children ahead of time about the field trip (i.e., rules, buddies, using public bathrooms, etc.)?

_____ Have you taken the children to the bathroom before lining up for the field trip?

_____ Did you check to make sure all of the children are wearing their Adventure Club shirts?

Do You Have:

_____ First aid kit?

_____ Attendance and childrens' emergency numbers?

_____ The lunches and snacks if needed?

_____ Directions to your destination (or maps)?

_____ A check for admissions, if necessary? Remember to get receipt.

_____ Did you check to make sure the children have everything that they need? (towels, suits, skates, money for lunch (if needed), appropriate dress)

_____ Did you count the children before you left (when they are in line and when they are on the bus)? Does the number agree with the number signed in for the day?

_____ Did you make sure the children are seated on the bus, facing forward? Did you remind them that they talk only to the people they are sitting with?

_____ Are you (the staff) strategically seated in different parts of the bus?

Remember: A STAFF PERSON SHOULD ALWAYS BE THE FIRST ON AND THE FIRST OFF THE BUS!!!

NEVER ALLOW THE CHILDREN TO GO INTO A BATHROOM ALONE. . .THEY MUST TELL YOU THEY ARE GOING AND TAKE A BUDDY ALONG.

CONCENTRATE YOUR ATTENTION ON THE CHILDREN! GET PLENTY OF SLEEP BEFORE NON-SCHOOL DAYS! HAVE FUN! SMILE!

ADVENTURE CLUB

FIELD TRIP INFORMATION FOR STAFF

Planning a day or two before the trip:

1. The group leader in charge of the trip needs to make him/herself aware of special health needs or considerations of children in his/her group and pack medical necessities for children (e.g., bee sting kit for a child allergic to bees and know how to handle such emergencies; how to give medication for bee sting allergic child).
2. Put up a note in homebase rooms two or three days before non-school days reminding parents of the days/dates of non-school days and of what their children need (e.g., Adventure Club shirts, lunches, lunch money, etc.).
3. Get your first aid kit, emergency cards, name tags, equipment, snack, etc. ready to go so that it will only take a minute to get it going on your field trip day.

Planning the day of the trip:

1. Remember to bring a first aid kit, emergency numbers, site address and number and kids' lunches, snack (if needed), necessary equipment, activity check (if needed), directions/map (if needed), permits for parking (if needed). . .usually Hennepin County trips, and a black yard bag for storing shoes when attending Roller Garden.
2. Be sure all Adventure Club children and staff are wearing their Adventure Club shirts. (Hot Shots exempt only at Roller Garden.)
3. Staff will always send children to the bathroom BEFORE lining up for field trips and if necessary, before leaving the trip site to return to Adventure Club.
4. Staff will make sure children have lunches and whatever else is needed. Forgotten Lunches: Bag lunches may be purchased from Mary in the kitchen and the parents will need to be notified that they owe Adventure Club $1.00 because their child forgot his/her lunch.
5. Staff will check children before they board the bus to be sure they have necessary items for the trip (skates, sleds, swimsuits, towels, etc.) and that they are dressed appropriately for the weather and the trip (i.e., boots and mittens when going sledding, etc.).

ADVENTURE CLUB

STAFF MEETING WITH CHILDREN BEFORE FIELD TRIP

Trip Meeting:

1. Staff should have a meeting with the children going on their trip about 30 minutes before the trip. The meeting should cover: a) where the group is going; b) the rules of the field trip (i.e., bus rules--see below, expected behavior, and the consequences of not following rules or displaying inappropriate behavior).
2. Staff should take attendance at the meeting so they know how many children they have on their trip and who is on their trip.
3. Allow 5-10 minutes for questions from the children about the trip.
4. When the right bus arrives, children should line-up at the door of the room they are in.
5. Children should chose one buddy for the duration of the trip at the end of the trip meeting.

SCHOOL DEPARTURE AND BUS RULES

Bus Line-Up/Riding Rules

1. One staff person will always lead the group of children to the bus; one will bring up the rear; and the rest will space themselves out between the front and rear.
2. A staff person is ALWAYS the first person on the bus. . .Children do not run ahead to the bus!
3. The first staff person on the bus is to count all of the children as they board. This number should be confirmed by another staff person who is also counting the children. THIS IS THE NUMBER OF CHILDREN YOU ARE RESPONSIBLE FOR BRINGING BACK SAFELY!! Every time you reboard a bus, you count!
4. If a parent picks up a child while on a field trip, he/she must sign their child out with a staff person. . .don't forget to subtract this child from the group total and vice versa if a parent drops off a child.
5. Children are to sit with their buddy on the bus. Children will sit on the bus two or three to a seat. They will never stand while a bus is in motion, switch seats, or put anything outside of open windows. They will talk to the children in their seat in acceptable bus voices--no yelling.
6. Staff will not allow children to sit on their laps while on the bus. Staff may sit in a seat with children (or by themselves) but not with other staff.

ADVENTURE CLUB

FIELD TRIP INFORMATION

While on the field trip:

1. Staff are to concentrate their attentions on the children in their care, not on the other adults. AND REMEMBER: We are all here to have a good time but THE CHILDRENS' FUN DOES COME FIRST!! (For example, it is more important for you to help the children learn to bowl and you score for them, than for you to bowl a score of 180!)

2. Staff are to frequently count and recount the number of children in their group. If you break down into smaller groups, always be checking your smaller group's number, too; know the names of the children in your smaller group.

3. Children should be supervised very closely in public places. They should: a) always tell a staff person when they and their buddy are going to the bathroom while on a field trip and b) always bring a buddy to the bathroom and if necessary, a staff person.

4. Never, never leave children alone or send them ahead of the group for any purpose. If necessary, for example, the whole group goes to the bathroom together.

5. The group leader must be responsible for checking in at each field trip site:
   a) To be sure the site is ready for your group and they know you've arrived.
   b) To tell them how many children and adults are being paid for.
   c) To pay all of the bills or receive the invoice. DO NOT FORGET TO GET RECEIPTS FOR PAYMENTS MADE. Also, remember Adventure Club is tax exempt!
   d) To receive any necessary instructions or information from the field trip site.

   The children are to remain seated on the bus, in most cases, while the group leader is taking care of these details.

6. If a large group is going by bus and the bus will not be staying at the trip site, send one car to the trip site to be used in the event of any emergency.

. . . YOUR MISSION, SHOULD YOU DECIDE TO ACCEPT IT, IS TO
HAVE A FUN, SAFE TRIP!!

GOOD LUCK!

Carol Hurley
Recreation Coordinator

INDEPENDENT SCHOOL DISTRICT NO. 279

KIDSTOP

Dear Parents/Guardians:

If you need child-care for the summer, you may want to consider registering your child for Kidstop at Edgewood.

Kidstop is an affordable, quality school-age child care program designed to meet the needs of working parents in I.S.D. 279. The goal of this program is to provide an environment conducive to learning and growing with a minimum of formal instruction. It provides a structured recreational environment in which learning is emphasized through experience and exposure. The Kidstop program functions as an extension of the elementary school.

The summer programs will run from June 11, 1986 — August 22, 1986. Kidstop will be closed Friday, July 4, 1986.

The program will be in operation from 6:45 a.m. until 6:00 p.m., Monday through Friday.

FEE

The fee schedule is $53.00 per week for the first child enrolled per family. Each additional child from the same family will receive a 10% discount. Their tuition will therefore be $47.70. Please note this amount includes all field trip costs for the entire summer. We will have approximately one field trip per week.

At the time of registration you will be required to pay the last week's tuition. (August 18 — 22)

Kidstop Summer Program registration will be held on

THURSDAY, APRIL 3, 1986

in the CAFETERIA at the EDUCATIONAL SERVICE CENTER

Families who are not currently enrolled in Kidstop and do not live in the attendance area of a school with a Kidstop site can register for the summer program from 8:15 — 8:30.

— OUR GOAL IS TO FILL THE SUMMER PROGRAM WITH CHILDREN WHO WILL BE ATTENDING FULL-TIME —
5 days a week for the entire summer

— ALL REGISTRATION WILL TAKE PLACE THIS EVENING. —
You will know at the time you register if your child will
be enrolled in the Kidstop Summer Program.

SUMMER CONTRACT

All families enrolling in the summer program will be required to sign a contract to ensure enrollment is maintained throughout the summer.

Educational Service Center
ISD No. 279 – Osseo Area Schools
P.O. Box 327 – 11200 93rd Ave. N.
Maple Grove, MN 55369

Nonprofit Organization
U.S. Postage
PAID
Permit No. 3
Osseo, Minnesota 55369

KIDSTOP

SUMMER REGISTRATION INFORMATION

OPEN HOUSE

In May each Kidstop site will hold an Open House/Informational Meeting for all enrolled families. This will give families the opportunity to ask questions and get any other necessary information and materials.

IMPORTANT DATES TO REMEMBER

April 3. . . . . .Summer Registration Night
June 11 . . . . .Summer Program Begins

(A decision will be made by the end of May whether your child/children can be enrolled part-time at any of the sites.)

If, after reading this flyer you have further questions, please contact:

JANET HANSEN, Site Supervisor
Edgewood Kidstop
533-5549

School Age Child Care

BEFORE & AFTER SCHOOL CARE FOR K-5th

NORTHEAST YMCA
2100 Orchard Lane
White Bear Lake, MN 55110
777-8103

Northeast Family Branch YMCA
2100 Orchard Lane, White Bear Lake, Minnesota 55110

NON PROFIT ORG.
U.S. POSTAGE
PAID
St. Paul, Minn.
Permit #4145

REGISTRATION FOR SCHOOL-AGE CHILD CARE

Child's Name____________________ Date of Birth____________ Male______ Female______

Address____________________ Home Phone____________ School____________

City____________________ Zip__________ Grade______ (If Kindergarten circle AM or PM)

Mother's Name____________________ Work Phone____________

Father's Name____________________ Work Phone____________

gram: Before School___; After School___; Before & After School___; Kindergarten Only___;
fore school & Kindergarten___; Kindergarten & after school__; Before school, Kindergarten and after school___;

Location: Wildwood Center___; Sunrise Center___; North Campus Center___; YMCA Center___;

Number of Days: Full-Time____; Part-Time____; Specify Days________________

Parent Signature____________________ Date____________

PLEASE ATTACH A $20.00 NON-REFUNDABLE DEPOSIT & RETURN FORM TO NORTHEAST YMCA, 2100 ORCHARD LANE

YMCA's School-Age Child Care Program provides a safe, supervised play environment for children before and after school, kindergarten through grade 5.

Philosphy
The YMCA philosophy is to facilitate the development of the whole child (mind, body and spirit) through many inovative and creative experiences.

Goals
The following are five goals from which our total progam is based:

- To provide an opportunity for fun and adventure
- To develop relationships with others and work together in a cooperative group
- To develop self-confidence
- To form good habits and develop respect for others
- To develop values and moral principles

Staff
Program is staffed by professional instructors and directors as follows:

- Program Director
- Lead Teacher/ Site Director
- Assistant Teachers
- Aides

Our staff are trained , caring, and experienced in child development, first aid and CPR.

LOCATIONS:

Wildwood Center:
Wildwood Elementary
535 Warner Avenue N
Mahtomedi

Sunrise Center:
Sunrise Elementary
2399 Cedar Avenue
White Bear Lake

North Center:
North Campus WBLAHS
5040 Bald Eagle Ave
White Bear Lake

YMCA Center:
Northeast YMCA
2100 Orchard Lane
White Bear Lake

HOURS

Before School: (all sites) from 6:30 a.m.

After School: (all sites) until 6:00 p.m.

Kindergarten: (North and Sunrise) 9:00 a.m. to 3:00 p.m.

Kindergarten: (Wildwood and YMCA) 11:30 a.m. to 3:00 p.m.

School release days: (all sites) 6:30 a.m. to 6:00 p.m.

Facilities
multipurpose rooms
gymnasiums
athletic fields
pools
playgrounds
trails

Program
arts and crafts
sports
hiking
field trips
reading
swimming
drama
games
nature study
music

FEES:

Program	**Part Time Per Day**	**Full Time Per Month**
Before School	$4.50	$98.00
After School	6.40	130.00
Before and after School	9.60	190.00
Kindergarten Only	6.40	130.00
Kindergarten Plus Before or After	9.60	190.00
Kindergarten Plus Before and After	12.80	248.00

Child Care on school release days will be provided at no additional charge if your child is normally scheduled to attend that day of the week.

Bus Service

Direct busing via school bus to and from:

Sunrise: Bellaire and Parkview
North Campus: Lincoln and Parkview
Wildwood: Wildwood and O. H. Anderson
YMCA Center: Golfview and Willow Lane

Extended Day Program
Contact Waseca Community Education 835-5626

Working Parents! Have you heard about EXTENDED DAY PROGRAM?

Children like it, Parents too!

SPONSORED BY WASECA COMMUNITY EDUCATION 835-5626

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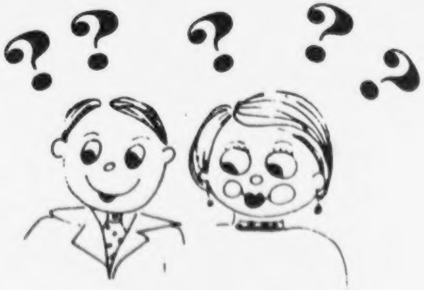


WHAT IS EXTENDED DAY?

The Extended Day program is sponsored by Community Education. The program provides quality after school care for elementary school age children grades K-4. The program is intended to assist parents who are working, attending school, or for some reason are unable to be home with their children when the school day has ended.

Children enrolled in the program will participate in a variety of planned and supervised activities. Our staff will allow time for play, study, creative and social growth through the use of music, sports, games, books, etc. Nutritious snacks will also be provided.

All children attending this program must preregister. For registration information call WASECA COMMUNITY EDUCATION at 835-5626.

WHEN WILL IT BE HELD?

Monday through Friday, 3:05 p.m. to 6:00 p.m. during the school year. If school is dismissed early due to the weather, we will provide care for all registered children.

WHERE IS IT LOCATED?

The Extended Day program is held at Hartley Elementary School. Arrangements have been made so South Side, Central Elementary, and Sacred Heart students will be transported after school to Hartley.

PAYMENT OF FEES

All fees must be paid by Friday before the start of the next week.

Children missing the Extended Day program due to illness will be given make up day(s) provided the parents call our office by noon the day(s) of the illness.

In case of a snow day, these fees can be paid at the end of the week.

PROGRAM COST

Hours	Single Day	Weekly	Snow Day Surcharge
3:05 - 4:05 p.m.	$1.80	$ 8.55	$1.20 per hour
to 4:30 p.m.	$2.40	$11.40	$1.20 per hour
to 5:00 p.m.	$3.00	$14.25	$1.20 per hour
to 5:30 p.m.	$3.60	$17.10	$1.20 per hour
to 6:00 p.m.	$4.20	$19.95	$1.20 per hour
After 6:00 p.m.	($2.00 per 15 min. Please be on time.)		

Minium charge is $1.80 per child each day (includes nutritious snack and supply cost).

A 10% discount will be given to the second or third child enrolled per family.

Fees must be paid in advance so we can properly staff and plan the program.

APPENDIX 24

MEDICATION PERMISSION SHEET

CHILD'S NAME ____________________ CHILD'S ADDRESS ____________________

I have prescribed the following medication for this child and request that dosage falling during Day Care Center hours be administered by Day Care Center personnel. NOTE: Authorization is needed for non-prescription medications, also.

MEDICATION: ____________________

Condition for which prescribed: ____________________

Possible Side Effects: ____________________

Instructions for Use: ______________ Dosage: ______________ Time: __________

Frequency: ____________________ How Long? ____________________ (No. of Days)

DATE: ____________________ SIGNATURE: ____________________ (Physician)

Address: ____________________

Telephone No.: ____________________

PHARMACY: ______________ Phone: ____________________

I request the above medication be given to my child as prescribed

DATE: ______________ SIGNATURE OF PARENT OR GUARDIAN: ______________

CENTER STAFF: Fill in date, time, and initials whenever dispensing medicine.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

DISPOSITION OF MEDICINE: Returned to Parents ______________ Date: ______________

Please place this form in the child's folder when medication is complete.

APPENDIX 25

DATE ____________________

HEALTH AND EMERGENCY INFORMATION ANNUAL CENSUS

PUPIL ____________________ SEX _____ SCHOOL ____________________

Last Name First Middle

Grade/TEACHER ____________________

ADDRESS ____________________ PHONE ________ BIRTHDATE ____________________

FAMILY DOCTOR ____________________ ADDRESS ____________________ PHONE ____________

HOSPITAL PREFERENCE ____________________ DENTIST ____________________ PHONE ____________

____________________ ____________________ ____________

Father's Signature (DO NOT PRINT) Place of Employment Phone at WORK

____________________ ____________________ ____________

Mother's Signature (DO NOT PRINT) Place of Employment Phone at WORK

____________________ PHONE ____________

Person(s) who will care for child in case parent cannot be reached (PRINT)

____________________ PHONE ____________

Person(s) to call if above cannot be reached (PRINT)

ANNUAL HEALTH INFORMATION

1. Please list any immunizations your child received within the last 12 months.
   Type(s) of immunization and date(s) ____________________
2. Please list any illnesses or injuries your child has had in the last 12 months. For example: broken bones, concussions, contagious diseases, kidney infection, etc.
   Month ________ Problem ____________________
   Month ________ Problem ____________________
3. Please list any chronic condition still in existence. For example: asthma, allergies (specify the allergy, if known), convulsive disorder, diabetes, heart murmur, known vision and hearing loss, etc.
   ____
4. Are there any restrictions of your child's activities? Yes ____ No ____
   If YES, please specify ____________________

(over)

To the Parents or Guardians:

In case of EMERGENCY, our procedure will be to contact the parent at home or at work. You should make arrangements for proper care in case your child should meet with an accident or become too ill to remain in school at a time when you are away from home.

1. Please designate (2) neighbors or relatives (if one cannot be reached) to be asked to care for your child until you can be reached.

2. The emergency ambulance service (Health Central) or the police may be asked to take your child to St. Paul Ramsey Emergency Service if no other arrangements have been made.

Please complete the other side of this card. This keeps our records up to date and speeds emergency care according to your wishes. The school should be notified if any changes occur (address, telephone, doctor, etc.) during the school year. Please return this card to your child's teacher as soon as possible.

4/85

EMERGENCY CARD*

NAME_______________________________ BIRTHDATE______________

ADDRESS____________________________

PARENTS TELEPHONE NUMBERS

1. ________________________________ Work:__________________

Home:__________________

2. ________________________________ Work:__________________

Home:__________________

RELATIVE ALTERNATE

1. ________________________________ Phone:_________________

2. ________________________________ Phone:_________________

PHYSICIAN:_________________________ Phone:_________________

LAST DPT:____________ALLERGIES:_____________________________

MEDICATIONS:____

OTHER SIGNIFICANT MEDICAL INFORMATION:________________________

____

(BACK OF EMERGENCY CARD)

I give permission to________________________________to make whatever emergency, (e.g., first aid, disaster, evacuation) measures as judged necessary for the care and protection of my child while under the supervision of the School/Center.

In case of a medical emergency, I understand that my child will be transported to an appropriate medical facility by the local emergency unit for treatment if the local emergency resource, (Police, Rescue Squad) deems it necessary. The child will be transported at the expense of ______________________________.

It is understood that in some medical situations, the staff will need to contact the local emergency resource before the parent, child's physician, and/or other adult acting on the parent's behalf.

DATE:_________________SIGNATURE__________________________
(Parent or Guardian)

*To be kept by telephone and taken on all field trips. Programs providing transportation should carry a duplicate set in vehicle.

ADVENTURE CLUB PERMISSION AND RELEASES

CHILD'S NAME ______________________________

Liability Waiver

In consideration of my child being permitted to participate in Adventure Club, I agree to release, hold harmless and indemnify District 281 and any and all other organizations of whatever connection, and all claims, demands, costs, losses, and expenses which I, my heirs, and personal representatives may have arising out of his/her participation in Adventure Club or through the use of any and all facilities connected herewith.

I understand that every possible precaution will be exercised to assure the safety and welfare of my child. I also understand that the school and its authorized agents shall not be responsible, financially or otherwise, should an accident occur.

____
(Signature)

Medical Permission

I, ______________________________, hereby give my consent to the supervising teacher of
(Parent's Name)
the Adventure Club program to call Dr. ____________________, phone number ____________________ should an emergency arise. In event of an emergency, I hereby give permission for my child to be taken to North Memorial Hospital for treatment and I will be responsible for the medical charges.

____
(Signature)

Field Trip Permission

Field trips will be planned from time to time as part of the activities of the Adventure Club program. This will entail walking to nearby parks, wooded areas, stores, etc. Visitations involving bussing will also be planned. My child has permission to participate in the Adventure Club field trips.

____
(Signature)

Publicity Permission

In the event the Adventure Club program children are included in any newspaper, radio or television publicity, I give my permission for my child to be included in the pictures, etc.

____
(Signature)

Information Exchange

I, ______________________________, hereby give my consent to exchange of information
(Parent's Name)
between Independent School District 281 Special Services and Adventure Club staff whenever such exchange would better enable either party to meet my child's needs.

____
(Signature)

Policy Agreement

I recognize my responsibility to respect the rules of the Adventure Club program as well as my responsibility to help my child respect the rules needed to provide a positive experience for all participants.

I agree to be responsible for knowing the contents of the parent manual, to pay the agreed upon fee on time, and to be responsible for any damages my child might cause while participating in the Adventure Club program.

____
(Signature)

HC 8796 (7-81)

For additional forms,
call 348-3552

HENNEPIN COUNTY 103
SUSPECTED CHILD MALTREATMENT REPORTING FORM

APPENDIX 28

MINNESOTA STATUTES SECTION 626.556, SUBDIVISION 7: "Any professional who has knowledge of or reasonable cause to believe a child is being neglected or physically or sexually abused shall make an oral report immediately by phone to be followed as soon as possible by a report in writing."

Date of Incident ____________ Suspected ☐ Physical Abuse ☐ Sexual Abuse ☐ Neglect

To whom suspected maltreatment reported:

Child Protection Services: Name ____________ Date ____________
(phone 348-3552) or
Police or Sheriff Department: Agency ____________ Officer ____________
Phone ____________ Date ____________

ALLEGED VICTIM

Name ____________ DOB ____________ Home Address ____________
Sex ☐ M ☐ F Phone ____________

REPORTING SOURCE

Reporter ____________ Relationship to Victim ____________
Address ____________ Phone ____________

ALLEGED PERPETRATOR

Name ____________ Age ____ Sex ☐ M ☐ F Address ____________
Perpetrator Relationship to Family ____________ Hm Phone ____________ Wk Phone ____________

FAMILY

Mother ____________ Address ____________ Hm Phone ____________ Wk Phone ____________
Father ____________ Address ____________ Hm Phone ____________ Wk Phone ____________
Sibling ____________ Age ____ Address ____________ Hm Phone ____________
____________ Age ____ Address ____________ Hm Phone ____________
____________ Age ____ Address ____________ Hm Phone ____________

DESCRIPTION OF CONCERN (Use additional sheets as needed.)

PHYSICAL/EMOTIONAL STATE OF CHILD (Include observations of both verbal/nonverbal communication.)

Date of Report ____________

____
Signature

____
Print Name

In accordance with M.S. 626.556, Subdivision 7, written reports received by Child Protection will be forwarded to the local Police Department or County Sheriff.

Send 2 copies to: CHILD PROTECTION INTAKE - GOVERNMENT CENTER - MINNEAPOLIS, MN 55487

CHILD PROTECTION INTAKE

Common Concerns Parents Have About Health Of Their School-Age Child

Many students and parents are frequently concerned about when students should stay home or attend school. The following information is intended to help with this decision.

GENERAL PRACTICE:

- If student has had a fever of 100° or more, the student should stay home for 24 hours after the temperature returns to normal.
- If student has vomited or had diarrhea, the student should stay home until 24 hours after the last episode.
- If student has any rash that may be disease-related or you do not know the cause, check with your family physician before sending the student to school.
- If student is ill, please call the school daily to report the illness.

If you have any questions about the above information or illness, please call your school nurse or your family physician.

Disease	Symptoms	Incubation Period	School Action And Comments on Communicability	Source of Infection And Mode of Transmission
Chickenpox	Slight fever, general feeling of illness, rash resenbling water blister appearing after 3-4 days. Scabs appear later.	2 to 3 weeks	1. Exclude from school until vesicles are dry and crusted. 2. Contagious five days before eruption and not more than six days after last crop of vesicles.	Virus spread directly from person through discharge from the nose and mouth, also by discharges from the skin and mucous membranes of infected persons. Readily communicable. One attack usually confers immunity. Children on immuno-suppressive drugs at high risk.
Cold Sores (Herpes Simplex)	Vesicles usually on lips but may occur anywhere on skin or in mucous membranes. May be confused with Impetigo.	2-12 days	1. No restriction. 2. May be communicable as long as seven weeks after lesion appears.	Virus is transmitted by direct contact with infected persons, a majority of whom have unapparent infections.
Common Cold	Acute upper respiratory signs, including watery eyes, sneezing, running nose, general feeling of illness	12 hours to 3 days	1. No restriction unless ill. 2. Communicable 24 hours before onset and for five days after nasal involvement.	Virus spread directly through coughing, sneezing, and explosive manner of speech in which droplets are cast; indirectly through articles freshly soiled by discharges of infected person.
Influenza	Chills, body ache, headache, fever, sore throat, followed by cough, runny nose, and possibly stomach ache.	24-72 hours	1. Exclude from school until well, usually 2-7 days.	Virus spread directly through coughing, sneezing, and contact with nose or throat discharges of patient. Possibly airborne.
Impetigo	Blisters, pustules rapidly covered with honey-colored crusts. May be confused with cold sores. Usually seen first near mouth or nose, can spread rapidly.	1 to 6 days, occasionally longer	1. Exclude from school until verification of treatment, or until lesions are dry. 2. Contagious until lesions are healed.	Bacteria spread by direct contact with persons or with discharges from nose or throat of patient; airborne transmission also occurs. Usually caused by Group A Beta-Streptococcus.
Mononucleosis	Include fever, sore throat, swollen lymph glands (neck).	Probably 2-6 weeks	1. Restrict only according to doctor orders. 2. Period of communicability unknown.	Virus spread by respiratory route. Kissing may faciliate spread among young adults.

Disease	Symptoms	Incubation Period	School Action And Comments On Communicability	Source Of Infection and Mode Of Transmission
Lice (Pediculosis)	Infestation of the head hair or other hairy parts of the body or of clothing with lice or nits. Pubic (crab) lice usually infest the pubic area. Scratching causes reddened, rash-like area. Nits are tiny white eggs, stuck to hair, usually close to scalp at neckline and/or behind ears.	Variable, eggs hatch in one week	1. Exclude until lice and nits are adequately treated or removed. Health office to re-examine student 10 days after treatment. 2. Considered communicable until nits are removed. 3. Advise exam of household contacts for nits and lice. 4. When appropriate, schools may exclude until all nits are removed.	Louse transmitted primarily by direct contact with infested persons. Lice can also be transmitted through combs, brushes, bedding, wearing apparel, and upholstered furniture.
Pink Eye (Conjunctivitis)	Redness of conjunctiva. May or may not have purulent discharge. Eye irritation.	24-72 hours	1. Refer for medical diagnosis and treatment. 2. Communicability depends on agent.	Most are viral in etiology; some bacterial. May be spread through hand-eye contact. Redness of eye may also be result of allergic reaction.
Reye's Syndrome	Sudden onset of violent vomiting, mental confusion, extreme sleepiness, very fatigued, twitching or jerking movements, hostility, coma.	1-7 days following viral infection (cold, flu, chicken pox)	1. If one or more symptoms appears, call physician immediately. 2. Go to emergency room of hospital. 3. Do not give aspirin or aspirin products.	Usually follows viral infection. It is not contagious. Cause unknown. No prevention. Requires immediate attention at onset of symptoms. Most common in young children.
Ringworm Body (Tinea Corporis)	Ring-shaped or irregular lesion with elevated vesicular or scaly borders. May show central clearing. May become inflamed and crusted.	1 to 3 weeks	1. Exclude from school until vertification of treatment. 2. Communicable as long as fungi can be recovered.	Contact with human or animal infected with the fungus or its spores, and by contact with contaminated articles.
Scabies	Itching, scratch marks, or burrow marks. Common sites are thighs, beltline, wrists, elbows, webs of fingers. Scratching may cause secondary infections or rash.	Days to weeks	1. Exclude from school until adequately treated. 2. Communicable until treated. 3. Family should be examined.	Mite is transferred by direct contact with an infected person, and to a limited extent, undergarments or soiled sheets freshly contaminated by an infected person.
Strep Throat' Scarlet Fever	Fever, sore throat, headache, nausea, vomiting. (If associated with rash it is called Scarlet Fever).	1 to 3 days	1. If positive for strep, exclude from school until 24 hours after antibiotic treatment is started and until clinically well. 2. Communicable until 24 hours after treatment is started.	Bacteria spread directly from nose and throat discharges of infected persons. **References:** Control of Communicable Disease in Man, 12th Edition, Abrams Beneson, Editor. An official report of the American Public Health Association, 1975. Report of the Committee on Infectious Diseases, 18th Ed., 1977.

Graphic Services — Print Shop

AM I WELL ENOUGH TO GO TO SCHOOL?

Minneapolis Public Schools
Special Education Department
Health Services Program

An Equal Opportunity School District

APPENDIX 30

MINNEAPOLIS KIDS SNACK MENU

1987

APRIL 27	28	29	30	MAY 1
Cheese Cubes Breadsticks Water	Orange Quarters Raisin bread Water	Cheerios w/ banana slices Milk	Muffin Milk	Canned pears Oreo cookie Water
4	5	6	7	8
Soft Pretzel Pineapple Juice	Lorna Doone cookies Milk	Applesauce w/raisins Gr. Cracker Water	CannedPineapple Wheatsworth Crackers,Water	Teacher's Choice
11	12	13	14	15
Banana Graham crakers Water	Rye Krisps Cheese slice Water	Pineapple cks Vanilla wafers Water	Peanut Butter-jelly sandwiches. Orange Water	Canned plums Oreos Water
18	19	20	21	22
Raisin Bran Milk	Granola bars Grape juice	Canned Peaches Cottage cheese Breadsticks Water	Bologna sandwich in pocket bread Milk	Blueberry Muffin Milk
25	26	27	28	29
HOLIDAY	Doo Dad Mix V-8 juice	Corn Flakes Banana slices Milk	Fruit Cocktail Oyster crks Water	Apple & cheese Water
JUNE 1	2	3	4	5
Cheese nips 3-berry juice	Melba toast Seasonal fruit Water	Rice cake w/ p.butter-jelly Pineapple juice	Applesauce Granola Water	Teacher's choice
8	9	10	11	12
Donuts Milk	N. Butter cookies grape juice	Canned peaches peanuts in the shell	Vegies w/ Yogurt dip Ritz crackers Water	Tuna salad in pocket bread water
15	16	17	18	19
Gr. Crackers w/ p.butter Orange/Haw. juice	Fruit in Jello Saltines Water	Bran Muffin Cherry cider	Rice Krispie Treats Milk	Bagel w/ cream cheese Grape juice

2/2/87

Section B. MEAL PATTERN FOR AGES 1-12

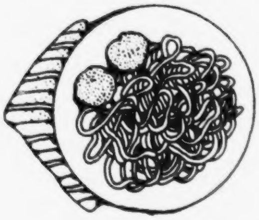
		Age 1 up to 3	Age 3 up to 6	Age 6 up to 12
BREAKFAST	Fluid milk	1/2 cup	3/4 cup	1 cup
	Juice or fruit or vegetable	1/4 cup	1/2 cup	1/2 cup
	Bread or bread alternate (enriched or whole grain)	1/2 slice 1/	1/2 slice 1/	1 slice 1/
SNACK (SUPPLEMENT) Select 2 out of the 4 components	Fluid milk	1/2 cup	1/2 cup	1 cup
	Juice, fruit, or vegetable	1/2 cup	1/2 cup	3/4 cup
	Meat or meat alternate	1/2 ounce	1/2 ounce	1 ounce
	Bread or bread alternate (enriched or whole grain)	1/2 slice 1/	1/2 slice 1/	1 slice 1/
LUNCH OR SUPPER	Fluid milk	1/2 cup	3/4 cup	1 cup
	Meat or meat alternate: Meat, poultry, or fish	1 ounce	1-1/2 ounces	2 ounces
	or cheese	1 ounce	1-1/2 ounces	2 ounces

---

1 or equivalent amount of a bread alternate such as cornbread, biscuits, rolls, muffins, etc., which must be made with whole grain or enriched meal or flour; or cold dry cereal or cooked cereal (enriched, whole grain, or fortified); or cooked pasta, noodle products, or cereal grains which must be whole grain or enriched.

THE CHILD CARE FOOD PROGRAM

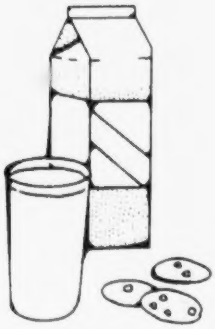
Minnesota Department of Education



The Child Care Food Program (CCFP) provides nutritious meals to children enrolled in child care centers or day care homes throughout the country. It also introduces young children to many different types of foods and helps teach them good eating habits. Many child care centers and family day care homes are already participating in the CCFP in Minnesota.

WHO CAN PARTICIPATE

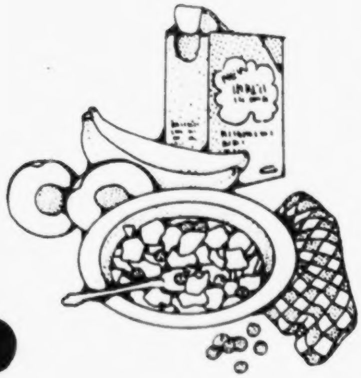
The program is limited to public and private nonprofit organizations providing licensed or approved nonresidential day care services. Such organizations include, but are not limited to, day care centers, outside-school-hours care centers, day care homes, and institutions providing day care services for handicapped children. Also, private for-profit centers may qualify if they receive compensation under Title XX of the Social Security Act for at least 25 percent of the children who are receiving nonresidential day care.



Child care centers and outside-school-hours care centers can operate in the program either independently or under the auspices of a sponsoring organization, which accepts final administrative and financial responsibility for the program.

Children 12 years of age and under are eligible to participate in the program (except that for children of migrant workers, the age limit is 15 years). Physically or mentally handicapped people can participate regardless of age, if they receive care at a center or home where the majority of the enrollees are 18 years of age or under.

ELIGIBILITY REQUIREMENTS



All private institutions (except for-profit Title XX organizations) must have tax-exempt status under the Internal Revenue Code, or must have applied to the Internal Revenue Service (IRS) for tax-exempt status at the time they apply for the CCFP. If an institution takes part in other federal programs for which it needs nonprofit status, it already meets this requirement. Family day care homes are not required to be tax-exempt, but their sponsoring organizations must have tax-exempt status if they are private. Local IRS offices can provide information on how to obtain tax-exempt status.

All institutions, except sponsoring organizations, must have child care licensing or approval. The Minnesota Department of Education can provide information on how to obtain a license or approval.

MEAL SERVICE

All participating institutions must serve meals that meet U.S. Department of Agriculture nutritional standards. Institutions may receive reimbursement for up to two meals (breakfast, lunch, supper) and one snack per child per day.

AVAILABLE ASSISTANCE

The CCFP provides financial assistance to child care centers to assist them in providing nutritious meals to the children enrolled for care.

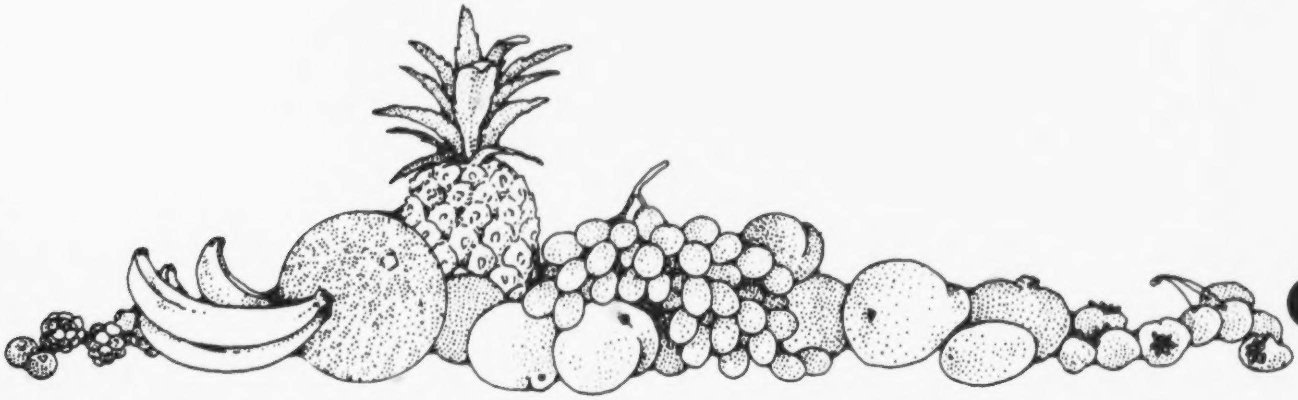
Program payments to child care centers and outside-school-hours care centers are limited to the number of meals served to enrolled children multiplied by the appropriate rates for reimbursement. The rate of payment varies according to the family size and income of children participating in the program. Increased reimbursement is provided for needy children.

CIVIL RIGHTS

The CCFP is available to all eligible children regardless of race, color, national origin, sex, age, or handicap. If you believe that you have been treated unfairly in receiving food services for any of these reasons, write immediately to the Secretary of Agriculture, Washington, D.C. 20250. More information may be obtained from the Office of Equal Opportunity, U.S. Department of Agriculture, Washington, D.C. 20250.

ADMINISTERING AGENCY

In Minnesota, the program is administered by the Minnesota Department of Education. If you are not participating in the CCFP already and would like more details, please contact the Child Nutrition Section, Minnesota Department of Education, 550 Cedar Street, St. Paul, MN 55101; 612/296-6986.



INDEPENDENT SCHOOL DISTRICT 281

ADVENTURE CLUB

Interview

1. Please tell us about your background in the area of child care, education, and/or working with school age children.

2. Could you give us an idea of the three most significant books you've read this year?

3. Please give us an idea of three of your favoriet stories for children.

4. What do you think of Sesame Street?

4. If I were to ask one of your past co-workers or supervisors, what would they tell us you strengths in the following areas are:

   a. working with young children

   b. supervising staff

   c. organizing skills

6. Would you be interested in substitute position is this position is not avaiala

7. Are you available to work on the non school days for an extended period?

8. What are your guidance philosophies for school age children.

9. Describe for us what a typical afterschool experience for a group of children might be.

10. How could you help strngthen the experience for a volunteer or high school student working in the program?

STAFF EVALUATION & DEVELOPMENT REVIEW

EMPLOYEE________________________________ POSITION__________________________

This review covers employment during the period of ___________ to ___________.

PART I: PERFORMANCE EVALUATION

For each of the following areas please rate performance on the following scale

NA=NOT APPLICABLE (not a requirement of job description)

1= UNSATISFACTORY (new in position and/or has serious weaknesses; needs direct supervision)

2= BELOW REQUIREMENTS (needs supervision and/or time to make satisfactory progress in acquiring skills)

3= EXCEEDS REQUIREMENTS (above average; accepts responsibility; shows initiative)

4= OUTSTANDING (highly competent and motivated; very responsible; requires no supervision)

You may add comments on each area in the spaces provided.

ATTENDANCE

___________Punctuality

________Number of Days Missed

_________Calling in when unable to come to work

PERFORMANCE	**RATING**
YOUR RELATIONSHIP WITH THE CHILDREN	_____
How well you understand basic child development; how effectively you communication with children; how well you recognize and accept individual differences in children; how well you show respect for and develop confidence in each child; and how effectively you help children learn to assert themselves, to respect others, and to handle conflict situations.	
How well you show and feel empathy for the children you work with.	_____

YOUR RELATIONSHIP WITH PARENTS ________

How well you are able to develop their trust and confidence, how much you are able to involve them in the program and in their child's experiences at Kidstop, how well you keep them informed about their own child's progress, and how reliably you relate messages to and from parents.

YOUR RELATIONSHIP WITH THE REST OF THE STAFF ________

How supportive, reliable, and generally co-operative you are with your co-workers, how openly you communicate with them, how well you share ideas and take suggestions, and how well you solve problems.

YOUR MANAGEMENT SKILLS ________

How smoothly you handle transitions, how well you use techniques of positive discipline to encourage positive behavior, how consistently you follow through in enforcing ground rules, how clearly you communicate expectations, how effectively you use your voice, and how well you manage your own time.

YOUR OBSERVATION SKILLS ________

How well you can foresee difficulties or dangerous situations, how well you can assess individual needs and respond to them, how well you keep records, how well you can focus on an indicidual child or small group while still maintaining awareness of the whole group.

YOUR ENVIRONMENTAL SKILLS ________

How well you have designed your environment in terms of manageability, flexibility, attractiveness, interest and variety (from the child's point of view as well as the adult's), how well you maintain the environment, and how much you involve the children in maintaining the environment

YOUR PLANNING SKILLS ________

How well you plan and prepare activities for individual use, how well you plan activities which encourage interaction and co-operation, how well you provide opportunities for exploration and discovery, how well you plan and supercise group activities, how often and how well you use field trips and resource people, and how effectively you plan and execute activities in the areas of:

____art
____crafts
____stories
____dramatic play
____music
____large motor games
____cooking
____carpentry
____science
____social studie

YOUR ROLE AS CARE-GIVER ________

How well you provide for the children's physical needs (exercise, rest, nutrition, toileting, and special health needs) and their emotional needs (security, intimacy, warmth, and privacy)

YOUR RESPONSIBILITY FOR SNACKS & BREAKFAST ________

How well the preparation and clean up from snack and/or breakfast is maintained, how well you are able to plan and implement nutritious meals.

I. In which areas do you think you have been successful this year?

II. In which area(s) would you like to concentrate on improvement during the next year? What specifically would you like to achieve? How do you think you can best achieve these goals? How can the Site Supervisor and the rest of the staff help you?

III. How would you like to improve your environment in the next year? (space, furnishings, decorations, materials, etc.) Please list these items in the order of importance to you.

IV. What types of inservice topics do you feel a need for?

V. What do you think are the strengths of our over-all program?

VI. Where would you like to see the Kidstop staff concentrate as a group on improvement next year?

ADDITIONAL COMMENTS:

EVALUATION CONFERENCE DATE________________________

SIGNATURES OF PARTICIPANTS:

Name	Position	Date

SUMMARY OF COMFERENCE:

O: ALL KIDSTOP STAFF

RE: KIDSTOP PROGRAM, POLICIES & PROCEDURES

INSTRUCTIONS: PLEASE FILL OUT THE FORM BELOW AND RETURN IT TO YOUR SITE SUPERVISOR BY 6-4-86. IFYOU WISH TO REMAIN ANONYMOUS YOU MAY TYPE IT. THANK YOU FOR YOUR RESPONSES!

THINGS I LIKE ABOUT OUR PROGRAM	THINGS I DISLIKE ABOUT OUR PROGRAM

APPENDIX 34

ADVENTURE CLUB PERSONNEL PROGRESS REPORT
For
Aide, Recreation Leader and/or Student Intern

NAME____________________ TITLE________________

Date ____________(90 days) ____________(6 mths) ____________(Annual)

The following inventory provides a practical method through which the program of an individual can be judged with a reasonable degree of accuracy and uniformity.

Indicate your opinion by recording one of the following numbers to the left of each question. It is possible also to write in additional comments by each area that should be noted: either strengths or an area that needs additional support.

NA Not applicable
1. Has had little experience; performs slowly; needs constant supervision and reminding.
2. Some experience, performs slowly; needs some supervision; is beginning to understand task and perform accordingly.
3. Is beginning to perform well; needs little supervision.
4. Performs well; has accepted techniques quickly; has developed competence; aware of ability and continues to work on growth.
5. Has achieved proficiency; needs no supervision.

ATTENDANCE

_______ Punctual

_______ Number of days missed in year

_______ Calls in when not able to come to work

UNDERSTANDING CHILDREN, CHILD DEVELOPMENT

_______ Has a basic understanding of how children grow and learn

_______ Sensitive to needs of individual children

_______ Has appropriate expectations for individual children

_______ Is able to accept children's expression of emotions and knows when and how to channel them

_______ Continually helps to build children's self concept

WORK WITH CHILDREN

1. Guiding skills

_______ Is acutely observant; is always alert to where children are and what they are doing

_______ Can describe and relate behavior of children

WORK WITH CHILDREN (continued)

_______ Anticipates children's behavior; ready to intervene when intervention is necessary

_______ Can establish clear limits and boundaries for individual and groups of children

_______ Helps children become responsible for their work areas, actions

_______ Is consistent with children who have difficulty following through, returning materials, understanding rules

_______ Carries out necessary discipline effectively and with sensitivity for individual child

_______ Helps children understand other people's feelings

_______ Avoids inappropriate discipline techniques; seeks help if unable to manage a child

_______ Maintains safety rules at all times; is orderly yet flexible

2. Lanaguage skills

_______ Aware of the impact of one's voice and uses it effectively

_______ Calm but direct in use of voice

_______ Tone reflects meaning intended

_______ Uses loud or strong voice only when necessary

_______ States limits positively

_______ Gives clear, concise directions to children

_______ Speaks to children as a friend

_______ Continuously is listening, talking, interacting with children

3. Transitions

_______ Is able to organize a group of children

_______ Is able to help children move smoothly and in control from one activity to another

_______ Leads children from one activity to next

_______ Sees that children always walk with individual at all times (not ahead or or behind)

_______ Always knows how many children he/she is supervising

_______ Gives clear directions as to what is expected to children when going from one activity to another

_______ Is always prepared for next activity without leaving children unattended (has equipment assembled)

_______ Is always prepared with interim activity if group has to wait

_______ Helps see that all children help participate in the cleanup process

_______ Sees that rooms are left organized, equipment put away

4. Active Participation

_______ Participates with children's activities without interferring with their play

_______ Helps begin new activities when needed

_______ Always ready to initiate activity, game outside or in gym

_______ Seeks out children who have difficulty finding activities, finishing tasks and helps engage them in worthwhile activities

_______ Always aware of needs of children in doing their work, ready to alter the environment

SETTING UP THE LEARNING ENVIRONMENT

_______ Helps maintain a clean, orderly, stimulating environment for children

_______ Sees that equipment is always maintained, used appropriately and returned to appropriate location

_______ Contributes activities, new ideas, materials to area: art - outdoor - gym - rest area - stories - music - science

_______ Understands and complies with end-of-day, end-of-week, and cleanup procedures; art - puzzle - small toy - gym - outdoor - dramatic play - quiet, individual area - storage - work bench - snack area

Can plan and execute activities appropriate for developmental level of the children in the areas of:

_______ Art

_______ Science

_______ Telling/reading stories

_______ Group games

_______ Dramatic play

_______ Swimming

_______ Music

_______ Large motor games

_______ Cooking

_______ Carpentry

_______ Field trips

PERSONAL QUALITIES

_______ Works with other staff members in a direct, open and honest manner

_______ Appears to enjoy children

_______ Is able to relate well to children and their families

_______ Relationships are natural, friendly, sensitive to the feelings and needs of others

_______ Accepts children as they are

_______ Appearance and dress is appropriate for active participation with young children

_______ Is able to learn new skills rapidly; accepts changes in routine or plans

_______ Warmth, friendliness, sense of humor

_______ Willingly accepts responsibilities

_______ Judgment - is able to think through problems and take appropriate action

INDIVIDUAL GROWTH AND DEVELOPMENT

Training Participated In ____________________

____

Other Centers Visited ____________________

____

Training Interests or Suggestions ____________________

____

Professional Organizations ____________________

ADDITIONAL COMMENTS

____

____

____

____

SIGNATURE OF EVALUATOR ____________________ Date ____________

SIGNATURE OF PERSON BEING EVALUATED ____________________

Comments:

Date:

APPENDIX 35

ADVENTURE CLUB VOLUNTEER INFORMATION FORM

NAME ______________________ PHONE ____________

ADDRESS __________________ CITY __________ ZIP ________

ADVENTURE CLUB SCHOOL PREFERRED ______________________

DAY(S) OF THE WEEK PREFERRED ____________ HOURS AVAILABLE ________

Circle recreational activities you might enjoy doing with children:

Crafts
Music
Chess
Monopoly
Checkers and other board games

Gymnastics
Soccer
Ball Games
Running
Others (list below)

Cheerleading
Aerobics
Dance
Drama
Puppetry

During what time period will you participate? ______________________

How many are required to compile your assisgnment? ______________________

- -

FOR OFFICE USE

Dates Volunteer Participated In Program Number of Hours

ADVENTURE CLUB NEW EMPLOYEE INFORMATION

I. The following forms must be completed and on file before time cards can be processed:

A. Application

B. Personnel information form

C. Teaching license or vocational certificate (copy both sides)

D. College transcript or vocational verification

E. First aid verification (minimum six hours, renewed every three years)

F. Personnel medical report (due within 30 days of starting employment) Mantoux is available free of charge for district employees; inquire about next testing date.

G. Employee records form

H. W-4

I. References

J. District personnel form

II. The following items are for your information:

A. Each staff member will be given a time card at the Adventure Club location. A list of payroll dates is included in this manual. Paychecks will be mailed to your home address or Adventure Club location.

B. Your personnel file contains a Staff Training Record. Department of Human Services requires that employees participate in training, such as workshops, conferences, speakers, classes, equal to 2% of their hours worked yearly. As hours are completed, send verification to Adventure Club secretary.
20 hours per week = 18 hours training per year
15 hours per week = 13.5 hours training per year
10 hours per week = 9 hours training per year

C. Each staff member will receive a sub list. Each staff member is responsible for arranging for a substitute and for notifying her lead teacher at any time she is unable to work the scheduled hours. This also includes any scheduled staff meetings.

D. Payroll deductions, in addition to federal and state withholding, include Teachers Retirement Association (TRA) for certified teachers and Public Employees Retirement Association (PERA) for other employees who gross more than $325 per month and Social Security. All certified teachers participate in Teachers Retirement Association. The deduction is 4½% of gross pay regardless of number of hours worked. All non-certified personnel who gross at least $325 per month will contribute 4% of their gross to PERA. Social Security is deducted for all personnel who are covered by either retirement plan.

ADVENTURE CLUB

Robbinsdale Community Center
4139 Regent Avenue North
Robbinsdale, Minnesota 55422
535-1790

A Quality School-age, Child Care Program

ADVENTURE CLUB- STAFF GUIDELINES FOR WORKING WITH CHILDREN

1. Be on time.
2. Children must be supervised at all times.
3. Participate with children in their activities; sit with them during snack time.
4. Keep children's safety in mind at all times by changing potentially hazardous situations before problems occur and by being familiar with the Health and Safety policies included in this handbook.
5. Give directions in a positive manner; tell children what you want them to do rather than what you don't want.
6. Dress comfortably; be prepared to participate in all activities: art projects, playground and gym activities.
7. Keep information regarding children, their families, their behavior confidential.

Included in this packet is a progress report that your lead teacher will review with you in the next two months.

You will have a chance to fill out your own copy and meet with him or her to discuss your strengths in working with young children as well as areas in which you would like more training.

Your lead teacher will keep you informed about workshops and training available in the area.

Parent Comments:

Parent Signature ____________________

Date ____________________

School Age Childcare

Latch Key

Dear Parents:

We want to take this opportunity to share with you some of our insights regarding your child's development while in Latch Key. We will be sending this form home with your child twice a year. You are invited to set up a conference time with Latch Key staff to discuss your child's development in greater detail! Please note that the Citywide Parent Advisory Council helped staff develop this form.

Thank you.

In assessing your child's progress in Latch Key, we have carefully considered the following criteria for each individual child which we feel measures a successful Latch Key experience. Please read through the criteria first and then read the personal note written by a staff person specifically regarding your child.

Please sign, date and return as soon as possible.

Thank you.

* Response to discipline.

* Self expression and interaction with peers and adults.

* Understanding of the basic daily routine.

* Understanding and following directions.

* Respect for self, peers and adults.

* Respect for property.

* Awareness of basic safety precautions.

* Interaction in group settings.

* Self direction and independence.

* Interaction with teacher directed activities.

* Areas of special interest or disinterest for the child.

* What is special or unique about this child?

Staff comments regarding ____________________

APPENDIX 38

CHILD'S EVALUATION

1. I like Adventure Club because:

2. I would like to change these things at Adventure Club:

3. I would like to do more of:

4. I would like to do less of:

EDGEWOOD KIDSTOP EVALUATION

APPENDIX 39

February 21, 1986

Dear Parents,

Would you please take a few minutes to complete the following evaluation on our Kidstop progam. We value your opinion to improve our program. We would Exspecially appreciate any written comments you will share with us.

Agree	Neutral	Disagree	Needs Improvement
4	3	2	1

* *

Please circle one number and add any additional comments in the space provided.

1. I am satisfied with the staff at Kidstop 4 3 2 1

2. Adequate supervision is provided at Kidstop. 4 3 2 1

3. I feel the policies stated in the Parent Manuel are fair. 4 3 2 1

4. The tuition fees charged at Kidstop are reasonable. 4 3 2 1

5. I am satisfied with the communication between Kidstop staff and myself as a parent. 4 3 2 1

6. The supplies (games, toys, etc.) are adequate. 4 3 2 1

7. The activities my child participates in at Kidstop are appropriate. 4 3 2 1

8. I am satisfied with the breakfast and snack my child has at Kidstop. 4 3 2 1

9. I am overall comfortable with the environment that Kidstop provides for my child. 4 3 2 1

10. I approve of the way Kidstop manages my child's behavior. 4 3 2 1

11. My child enjoys being at Kidstop. 4 3 2 1

12. Any other comments:

Thank you for taking the time to complete this evaluation!

APPENDIX 40

RICE LAKE
KIDSTOP

13755 89th Avenue North
Maple Grove, Minnesota 55369

Susan Harberts, Site Supervisor
Phone: 420-4198

Field Trip Evaluation Form

Staff Person ______________________________

Field Trip ________________________

Comments on the trip: ____

____

____

____

____

____

Suggestions: ____

____

____

____

Was staff/child ratio adequate?_________________

Was the time spent on the trip adequate?___________

Were the children interested in the activities?__________

Was this trip geared more towards certain age levels?, is so what__________

Quality School Age Child Care
INDEPENDENT SCHOOL DISTRICT 279